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ABSTRACT

In 1988, the United States Congress passed legislation that created the School Dropout Demonstration Assistance Program (SDDAP). The program provides funding for local educational agencies, community-based organizations, and educational partnerships to establish effective programs. This report, the second of two volumes, presents statistical data from a two-part evaluation to assess the effectiveness of dropout-prevention strategies used by the 89 projects that were awarded grants. Data were collected through annual surveys of all SDDAP projects and indepth studies of activities and achievements at 15 selected project sites. Data were collected at the 15 sites through site visits, student and teacher surveys, and document analysis. The report identified the organizational characteristics of effective dropout programs and the program strategies that were most effective in preventing students from dropping out of school and in encouraging dropouts to reenter school. Appendices contain data tables for elementary, middle, and high school projects, methodological notes, and copies of data-collection instruments used in the implementation study and the outcomes study. (Contains 46 tables). (LMI)

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EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

FINAL EVALUATION REPORT

Volume II: Data Tables, Methodology, and Data Collection Instruments

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Appendix A:

Data Tables for Elementary School Projects

Table A-1: Pre-Treatment Differences Based on Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Los Angeles	citizenship	mean	3.51	3.79	-0.29 ± 0.43	No
		standard deviation	0.14	0.18		
		sample size	89	62		
	language	mean	3.91	3.63	0.28 ± 0.37	No
		standard deviation	0.13	0.14		
		sample size	89	62		
	math	mean	3.86	3.79	0.07 ± 0.38	No
		standard deviation	0.13	0.15		
		sample size	89	62		
	parent cooperation	mean	3.11	3.14	-0.02 ± 0.40	No
		standard deviation	0.13	0.16		
		sample size	88	62		
	parent involvement	mean	3.51	3.45	0.06 ± 0.40	No
		standard deviation	0.13	0.17		
		sample size	89	63		
	participation	mean	3.85	3.97	-0.12 ± 0.35	No
		standard deviation	0.13	0.12		
		sample size	89	61		
	peer relations	mean	3.67	3.66	0.01 ± 0.38	No
		standard deviation	0.12	0.16		
		sample size	89	62		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-1: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Cushing	absences	mean	3.20	3.28	-0.08 ± 1.30	No
		standard deviation	0.50	0.43		
		sample size	95	92		
	grades	mean	2.77	2.82	-0.06 ± 0.18	No
		standard deviation	0.06	0.07		
		sample size	84	93		
Shreveport	absences	mean	1.82	2.38	-0.56 ± 1.30	No
		standard deviation	0.39	0.52		
		sample size	66	64		
	grades	mean	2.70	2.73	-0.03 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	64	65		
Hannibal	absences	mean	2.81	4.54	-1.73 ± 1.82	No
		standard deviation	0.60	0.80		
		sample size	52	44		
	grades	mean	2.41	2.44	-0.03 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	57	49		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-2: First-Year Follow-Up Differences Based on Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Cushing	13a	mean	1.42	1.63	-0.21 ± 0.18	Yes
		standard deviation	0.06	0.07		
		sample size	76	78		
	13b	mean	1.53	1.90	-0.37 ± 0.23	Yes
		standard deviation	0.08	0.08		
		sample size	76	78		
	13d	mean	1.46	1.45	0.01 ± 0.21	No
		standard deviation	0.08	0.06		
		sample size	77	77		
	13f	mean	1.47	1.49	-0.02 ± 0.21	No
		standard deviation	0.07	0.07		
		sample size	78	77		
	14a	mean	2.27	2.06	0.21 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	77	77		
	14b	mean	2.61	2.63	-0.01 ± 0.34	No
		standard deviation	0.12	0.12		
		sample size	78	77		
	14c	mean	1.74	1.74	-0.00 ± 0.32	No
		standard deviation	0.11	0.12		
		sample size	78	77		
	16a	mean	1.58	1.59	-0.01 ± 0.32	No
		standard deviation	0.12	0.11		
		sample size	78	78		
	16c	mean	2.55	2.76	-0.21 ± 0.40	No
		standard deviation	0.15	0.14		
		sample size	78	78		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Shreveport	13a	mean	1.34	1.28	0.06 ± 0.21	No
		standard deviation	0.08	0.06		
		sample size	48	63		
	13b	mean	1.31	1.69	-0.38 ± 0.29	Yes
		standard deviation	0.08	0.10		
		sample size	46	63		
	13d	mean	1.48	1.51	-0.03 ± 0.25	No
		standard deviation	0.10	0.08		
		sample size	46	60		
	13f	mean	1.68	1.62	0.06 ± 0.28	No
		standard deviation	0.12	0.08		
		sample size	46	62		
	14a	mean	2.25	2.15	0.09 ± 0.41	No
		standard deviation	0.17	0.12		
		sample size	47	62		
	14b	mean	2.39	2.65	-0.26 ± 0.43	No
		standard deviation	0.17	0.13		
		sample size	45	60		
	14c	mean	1.77	1.89	-0.12 ± 0.39	No
		standard deviation	0.15	0.12		
		sample size	47	62		
	16a	mean	1.76	1.69	0.07 ± 0.38	No
		standard deviation	0.14	0.12		
		sample size	49	63		
	16c	mean	2.53	2.30	0.23 ± 0.49	No
		standard deviation	0.19	0.15		
		sample size	47	62		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-3: Gain Score Analysis Based On First-Year Follow-Up Unadjusted Data: 1989–90 Student Cohorts

			Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
Project	**Measure**	**Statistic[1]**	**T**	**C**	**T**	**C**	**T**	**C**		
Los Angeles	citizenship	mean	3.58	3.79	2.58	2.87	-1.00	-0.92	-0.08 ± 0.39	No
		standard deviation	0.15	0.18	0.13	0.18				
		sample size	79	60	79	60				
	language	mean	3.84	3.62	2.67	2.81	-1.18	-0.81	-0.37 ± 0.34	Yes
		standard deviation	0.14	0.14	0.11	0.11				
		sample size	79	60	79	60				
	math	mean	3.82	3.79	2.79	2.86	-1.04	-0.93	-0.10 ± 0.34	No
		standard deviation	0.14	0.15	0.12	0.13				
		sample size	79	60	79	60				
	parent cooperation	mean	3.09	3.13	2.62	2.81	-0.47	-0.31	-0.15 ± 0.32	No
		standard deviation	0.14	0.17	0.14	0.17				
		sample size	78	60	78	60				
	parent involvement	mean	3.48	3.43	3.05	3.14	-0.43	-0.29	-0.13 ± 0.32	No
		standard deviation	0.14	0.17	0.14	0.17				
		sample size	79	60	79	60				
	participation	mean	3.87	3.99	2.53	2.88	-1.34	-1.10	-0.24 ± 0.39	No
		standard deviation	0.13	0.12	0.11	0.15				
		sample size	79	59	79	59				
	peer relations	mean	3.74	3.63	2.61	2.94	-1.13	-0.69	-0.45 ± 0.33	Yes
		standard deviation	0.13	0.16	0.12	0.16				
		sample size	79	60	79	60				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-3: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Cushing	absences	mean	3.29	3.29	2.86	2.51	-0.44	-0.78	0.34 ± 1.26	No
		standard deviation	0.51	0.44	0.37	0.40				
		sample size	93	90	93	90				
	grades	mean	2.77	2.81	2.69	2.72	-0.08	-0.09	0.01 ± 0.22	No
		standard deviation	0.06	0.07	0.06	0.08				
		sample size	82	92	82	92				
Shreveport	absences	mean	1.78	2.39	1.09	1.97	-0.70	-0.42	-0.27 ± 1.40	No
		standard deviation	0.40	0.54	0.29	0.45				
		sample size	64	61	64	61				
	grades	mean	2.70	2.73	2.83	2.78	0.13	0.05	0.08 ± 0.21	No
		standard deviation	0.07	0.07	0.06	0.07				
		sample size	64	65	64	65				
Hannibal	absences	mean	2.81	4.54	1.79	3.03	-1.01	-1.51	0.50 ± 1.62	No
		standard deviation	0.60	0.80	0.39	0.77				
		sample size	52	44	52	44				
	grades	mean	2.41	2.44	2.55	2.48	0.13	0.03	0.10 ± 0.30	No
		standard deviation	0.12	0.12	0.10	0.09				
		sample size	57	49	57	49				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-4: Gain Score Analysis Based On Second-Year Follow-Up Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Los Angeles	citizenship	mean	3.45	3.83	2.67	3.02	-0.78	-0.81	0.03 ± 0.65	No
		standard deviation	0.18	0.24	0.17	0.24				
		sample size	58	42	58	42				
	language	mean	3.95	3.81	2.79	2.85	-1.15	-0.95	-0.20 ± 0.50	No
		standard deviation	0.16	0.16	0.15	0.17				
		sample size	58	42	58	42				
	math	mean	3.86	3.87	2.75	2.85	-1.11	-1.02	-0.09 ± 0.58	No
		standard deviation	0.16	0.18	0.17	0.23				
		sample size	58	42	58	42				
	parent cooperation	mean	3.12	3.18	2.60	2.45	-0.52	-0.73	0.21 ± 0.53	No
		standard deviation	0.16	0.21	0.16	0.18				
		sample size	57	42	57	42				
	parent involvement	mean	3.55	3.33	3.07	3.08	-0.48	-0.25	-0.23 ± 0.63	No
		standard deviation	0.17	0.22	0.16	0.22				
		sample size	58	42	58	42				
	participation	mean	3.93	3.99	2.83	3.12	-1.10	-0.87	-0.23 ± 0.55	No
		standard deviation	0.16	0.12	0.15	0.18				
		sample size	58	41	58	41				
	peer relations	mean	3.70	3.61	3.03	3.22	-0.66	-0.39	-0.28 ± 0.60	No
		standard deviation	0.16	0.19	0.16	0.19				
		sample size	57	42	57	42				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-4: (Continued)

			Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
Project	**Measure**	**Statistic[1]**	**T**	**C**	**T**	**C**	**T**	**C**		
Cushing	absences	mean	3.06	3.41	2.72	2.99	-0.34	-0.42	0.08 ± 1.35	No
		standard deviation	0.53	0.47	0.55	0.42				
		sample size	84	82	84	82				
	grades	mean	2.75	2.77	2.78	2.50	0.04	-0.27	0.31 ± 0.33	No
		standard deviation	0.07	0.07	0.08	0.12				
		sample size	74	83	74	83				
Shreveport	absences	mean	2.12	2.50	2.40	1.80	0.28	-0.70	0.98 ± 1.73	No
		standard deviation	0.42	0.63	0.56	0.56				
		sample size	47	46	47	46				
	grades	mean	2.70	2.78	2.66	2.54	-0.04	-0.24	0.20 ± 0.22	No
		standard deviation	0.07	0.07	0.07	0.08				
		sample size	62	59	62	59				
Hannibal	absences	mean	2.82	4.72	3.78	7.63	0.95	2.91	-1.95 ± 3.14	No
		standard deviation	0.64	0.81	0.71	1.63				
		sample size	48	41	48	41				
	grades	mean	2.35	2.43	2.42	2.37	0.08	-0.07	0.14 ± 0.35	No
		standard deviation	0.13	0.12	0.10	0.11				
		sample size	51	47	51	47				

Note (1) adjusted for race, gender, and over-age differences between students.

Table A-5: Pre-Treatment Differences Based on Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Los Angeles	citizenship	mean	3.57	3.67	-0.10 ± 0.38	No
		standard deviation	0.13	0.16		
		sample size	109	82		
	language	mean	3.92	3.60	0.32 ± 0.32	No
		standard deviation	0.11	0.12		
		sample size	109	82		
	math	mean	3.80	3.83	-0.03 ± 0.33	No
		standard deviation	0.12	0.13		
		sample size	109	82		
	parent cooperation	mean	3.14	3.12	0.03 ± 0.34	No
		standard deviation	0.11	0.14		
		sample size	109	82		
	parent involvement	mean	3.54	3.48	0.06 ± 0.35	No
		standard deviation	0.11	0.14		
		sample size	109	82		
	participation	mean	3.84	3.83	0.01 ± 0.31	No
		standard deviation	0.11	0.11		
		sample size	109	82		
	peer relations	mean	3.67	3.59	0.08 ± 0.35	No
		standard deviation	0.11	0.14		
		sample size	109	82		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-5: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Cushing	absences	mean	13.10	14.12	-1.02 ± 4.32	No
		standard deviation	1.57	1.55		
		sample size	98	99		
	grades	mean	2.74	2.84	-0.10 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	98	99		
Shreveport	absences	mean	9.92	8.83	1.09 ± 4.38	No
		standard deviation	1.49	1.61		
		sample size	85	74		
	grades	mean	2.65	2.68	-0.03 ± 0.17	No
		standard deviation	0.06	0.07		
		sample size	85	74		
Hannibal	absences	mean	9.13	14.44	-5.31 ± 5.36	No
		standard deviation	1.88	2.13		
		sample size	66	60		
	grades	mean	2.34	2.38	-0.04 ± 0.28	No
		standard deviation	0.11	0.10		
		sample size	66	60		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-6: First-Year Follow-Up Differences Based on Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Cushing	13a	mean	1.42	1.60	-0.18 ± 0.15	Yes
		standard deviation	0.05	0.06		
		sample size	98	99		
	13b	mean	1.55	1.90	-0.35 ± 0.20	Yes
		standard deviation	0.07	0.07		
		sample size	98	99		
	13d	mean	1.49	1.43	0.06 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	98	99		
	13f	mean	1.44	1.43	0.01 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	98	99		
	14a	mean	2.27	2.05	0.22 ± 0.24	No
		standard deviation	0.09	0.08		
		sample size	98	99		
	14b	mean	2.70	2.59	0.11 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	98	99		
	14c	mean	1.75	1.82	-0.07 ± 0.27	No
		standard deviation	0.09	0.10		
		sample size	98	99		
	16a	mean	1.56	1.63	-0.06 ± 0.27	No
		standard deviation	0.10	0.09		
		sample size	98	99		
	16c	mean	2.52	2.68	-0.16 ± 0.35	No
		standard deviation	0.13	0.12		
		sample size	98	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Shreveport	13a	mean	1.33	1.31	0.02 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	85	74		
	13b	mean	1.34	1.70	-0.36 ± 0.20	Yes
		standard deviation	0.05	0.09		
		sample size	85	74		
	13d	mean	1.46	1.52	-0.05 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	85	74		
	13f	mean	1.61	1.62	-0.01 ± 0.22	No
		standard deviation	0.08	0.07		
		sample size	85	74		
	14a	mean	2.10	2.17	-0.07 ± 0.33	No
		standard deviation	0.11	0.12		
		sample size	85	74		
	14b	mean	2.39	2.65	-0.26 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	85	74		
	14c	mean	1.86	1.91	-0.05 ± 0.32	No
		standard deviation	0.11	0.11		
		sample size	85	74		
	16a	mean	1.72	1.72	-0.00 ± 0.31	No
		standard deviation	0.10	0.12		
		sample size	85	74		
	16c	mean	2.47	2.32	0.15 ± 0.39	No
		standard deviation	0.13	0.14		
		sample size	85	74		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Hannibal	13a	mean	1.14	1.22	-0.07 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	66	60		
	13b	mean	1.29	1.20	0.09 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	66	60		
	13d	mean	1.34	1.31	0.03 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	66	60		
	13f	mean	1.83	1.82	0.01 ± 0.28	No
		standard deviation	0.09	0.12		
		sample size	66	60		
	14a	mean	2.27	2.15	0.12 ± 0.20	No
		standard deviation	0.07	0.08		
		sample size	66	60		
	14b	mean	2.70	2.19	0.51 ± 0.36	Yes
		standard deviation	0.13	0.14		
		sample size	66	60		
	14c	mean	1.83	1.75	0.08 ± 0.26	No
		standard deviation	0.10	0.10		
		sample size	66	60		
	16a	mean	1.00	1.00	0.00 ± 0.00	Yes
		standard deviation	0.00	0.00		
		sample size	66	60		
	16c	mean	2.77	2.84	-0.08 ± 0.50	No
		standard deviation	0.19	0.18		
		sample size	66	60		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-7: Gain Score Analysis Based On First-Year Follow-Up Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Los Angeles	citizenship	mean	3.57	3.67	2.56	2.74	-1.00	-0.93	-0.07 ± 0.36	No
		standard deviation	0.13	0.16	0.11	0.14				
		sample size	109	82	109	82				
	language	mean	3.92	3.60	2.62	2.72	-1.31	-0.89	-0.42 ± 0.30	Yes
		standard deviation	0.11	0.12	0.10	0.10				
		sample size	109	82	109	82				
	math	mean	3.80	3.83	2.69	2.87	-1.11	-0.96	-0.15 ± 0.28	No
		standard deviation	0.12	0.13	0.10	0.11				
		sample size	109	82	109	82				
	parent cooperation	mean	3.14	3.12	2.69	2.76	-0.46	-0.36	-0.10 ± 0.30	No
		standard deviation	0.11	0.14	0.12	0.14				
		sample size	109	82	109	82				
	parent involvement	mean	3.54	3.48	3.11	3.14	-0.44	-0.34	-0.10 ± 0.28	No
		standard deviation	0.11	0.14	0.12	0.15				
		sample size	109	82	109	82				
	participation	mean	3.84	3.83	2.62	2.80	-1.22	-1.04	-0.19 ± 0.32	No
		standard deviation	0.11	0.11	0.09	0.13				
		sample size	109	82	109	82				
	peer relations	mean	3.67	3.59	2.60	2.83	-1.07	-0.77	-0.31 ± 0.28	Yes
		standard deviation	0.11	0.14	0.10	0.13				
		sample size	109	82	109	82				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-7: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Cushing	absences	mean	3.20	3.18	2.76	2.58	-0.44	-0.61	0.17 ± 1.19	No
		standard deviation	0.48	0.41	0.35	0.37				
		sample size	98	99	98	99				
	grades	mean	2.74	2.84	2.63	2.71	-0.11	-0.13	0.02 ± 0.22	No
		standard deviation	0.07	0.07	0.06	0.08				
		sample size	98	99	98	99				
Shreveport	absences	mean	2.15	2.14	1.30	1.80	-0.86	-0.34	-0.52 ± 1.35	No
		standard deviation	0.37	0.45	0.37	0.39				
		sample size	85	74	85	74				
	grades	mean	2.65	2.68	2.79	2.79	0.14	0.11	0.03 ± 0.20	No
		standard deviation	0.06	0.07	0.05	0.07				
		sample size	85	74	85	74				
Hannibal	absences	mean	2.16	3.52	2.22	3.28	0.06	-0.25	0.30 ± 1.72	No
		standard deviation	0.50	0.64	0.38	0.66				
		sample size	66	60	66	60				
	grades	mean	2.34	2.38	2.54	2.49	0.20	0.11	0.09 ± 0.28	No
		standard deviation	0.11	0.10	0.08	0.09				
		sample size	66	60	66	60				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-8: Gain Score Analysis Based On Second-Year Follow-Up Adjusted Data: 1989–90 Student Cohorts

			Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
Project	Measure	Statistic[1]	T	C	T	C	T	C		
Los Angeles	citizenship	mean	3.57	3.67	2.66	3.01	-0.91	-0.66	-0.24 ± 0.49	No
		standard deviation	0.13	0.16	0.13	0.15				
		sample size	109	82	109	82				
	language	mean	3.92	3.60	2.72	2.84	-1.21	-0.77	-0.44 ± 0.42	Yes
		standard deviation	0.11	0.12	0.11	0.13				
		sample size	109	82	109	82				
	math	mean	3.80	3.83	2.65	2.83	-1.15	-1.00	-0.15 ± 0.47	No
		standard deviation	0.12	0.13	0.12	0.16				
		sample size	109	82	109	82				
	parent cooperation	mean	3.14	3.12	2.46	2.53	-0.68	-0.59	-0.09 ± 0.39	No
		standard deviation	0.11	0.14	0.12	0.13				
		sample size	109	82	109	82				
	parent involvement	mean	3.54	3.48	2.98	3.11	-0.56	-0.37	-0.19 ± 0.47	No
		standard deviation	0.11	0.14	0.12	0.15				
		sample size	109	82	109	82				
	participation	mean	3.84	3.83	2.84	2.92	-1.01	-0.91	-0.10 ± 0.40	No
		standard deviation	0.11	0.11	0.10	0.12				
		sample size	109	82	109	82				
	peer relations	mean	3.67	3.59	2.95	3.20	-0.72	-0.39	-0.33 ± 0.44	No
		standard deviation	0.11	0.14	0.12	0.13				
		sample size	109	82	109	82				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table A-8: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Cushing	absences	mean	3.20	3.18	2.70	3.28	-0.49	0.10	-0.59 ± 1.35	No
		standard deviation	0.48	0.41	0.51	0.44				
		sample size	98	99	98	99				
	grades	mean	2.74	2.84	2.77	2.57	0.03	-0.26	0.29 ± 0.29	No
		standard deviation	0.07	0.07	0.07	0.11				
		sample size	98	99	98	99				
Shreveport	absences	mean	2.15	2.14	2.69	1.67	0.53	-0.46	1.00 ± 1.40	No
		standard deviation	0.37	0.45	0.41	0.38				
		sample size	85	74	85	74				
	grades	mean	2.65	2.68	2.67	2.57	0.02	-0.11	0.13 ± 0.21	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	85	74	85	74				
Hannibal	absences	mean	2.16	3.52	4.61	7.17	2.45	3.64	-1.19 ± 2.69	No
		standard deviation	0.50	0.64	0.77	1.17				
		sample size	66	60	66	60				
	grades	mean	2.34	2.38	2.39	2.33	0.05	-0.05	0.10 ± 0.31	No
		standard deviation	0.11	0.10	0.09	0.10				
		sample size	66	60	66	60				

Note: (1) adjusted for race, gender, and over-age differences between students.

Appendix B:

Data Tables for Middle School Projects

Table B-1: Pre-Treatment Differences Based on Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	absences	mean	5.47	3.09	2.38 ± 1.68	Yes
		standard deviation	0.69	0.55		
		sample size	86	91		
	grades	mean	2.12	1.95	0.17 ± 0.32	No
		standard deviation	0.12	0.11		
		sample size	90	86		
Broward County	absences	mean	2.61	16.78	-14.17 ± 2.73	Yes
		standard deviation	0.46	1.30		
		sample size	82	52		
	grades	mean	2.36	0.72	1.65 ± 0.28	Yes
		standard deviation	0.06	0.11		
		sample size	79	56		
Denver—Lake	absences	mean	4.34	2.24	2.10 ± 1.46	Yes
		standard deviation	0.63	0.38		
		sample size	76	76		
	grades	mean	2.71	2.52	0.19 ± 0.20	No
		standard deviation	0.07	0.08		
		sample size	83	78		
	suspensions	mean	0.00	0.00	0.00 ± 0.00	Yes
		standard deviation	0.00	0.00		
		sample size	106	113		
San Antonio	absences	mean	5.84	5.65	0.18 ± 2.38	No
		standard deviation	0.71	1.03		
		sample size	83	70		
	grades	mean	2.07	2.25	-0.17 ± 0.22	No
		standard deviation	0.08	0.09		
		sample size	92	86		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-1: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
San Antonio	suspensions	mean	1.09	1.05	0.05 ± 0.79	No
		standard deviation	0.25	0.33		
		sample size	72	52		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-2: First-Year Follow-Up Differences Based on Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	discipline	mean	7.08	7.01	0.07 ± 0.50	No
		standard deviation	0.19	0.18		
		sample size	91	91		
	disruptions	mean	8.00	7.87	0.14 ± 0.48	No
		standard deviation	0.17	0.18		
		sample size	90	84		
	15a	mean	1.68	1.62	0.07 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	94	90		
	15b	mean	1.62	1.77	-0.16 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	93	89		
	15d	mean	1.68	1.65	0.03 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	93	87		
	15f	mean	1.73	1.70	0.03 ± 0.18	No
		standard deviation	0.07	0.07		
		sample size	93	88		
	21a	mean	1.54	1.66	-0.12 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	75	72		
	21b	mean	1.28	1.37	-0.09 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	80	71		
	21c	mean	1.62	1.65	-0.02 ± 0.15	No
		standard deviation	0.06	0.06		
		sample size	83	82		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	21d	mean	1.58	1.39	0.18 ± 0.15	Yes
		standard deviation	0.06	0.06		
		sample size	84	83		
	22a	mean	2.02	1.86	0.16 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	94	92		
	22c	mean	3.00	2.93	0.07 ± 0.32	No
		standard deviation	0.12	0.11		
		sample size	94	91		
	p22d	mean	2.21	2.12	0.10 ± 0.33	No
		standard deviation	0.13	0.11		
		sample size	94	91		
	teachers	mean	8.77	8.84	-0.07 ± 0.73	No
		standard deviation	0.28	0.26		
		sample size	90	87		
Broward County	13a	mean	1.43	1.47	-0.04 ± 0.41	No
		standard deviation	0.07	0.17		
		sample size	56	23		
	13b	mean	1.81	1.93	-0.12 ± 0.42	No
		standard deviation	0.08	0.16		
		sample size	55	23		
	13d	mean	1.72	1.51	0.21 ± 0.49	No
		standard deviation	0.09	0.17		
		sample size	54	23		
	13f	mean	1.77	1.95	-0.19 ± 0.45	No
		standard deviation	0.09	0.15		
		sample size	56	23		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	14a	mean	2.37	2.05	0.32 ± 0.61	No
		standard deviation	0.11	0.22		
		sample size	56	23		
	14b	mean	3.07	3.37	-0.30 ± 0.67	No
		standard deviation	0.12	0.25		
		sample size	54	23		
	14c	mean	1.79	2.11	-0.32 ± 0.66	No
		standard deviation	0.13	0.21		
		sample size	56	23		
	16a	mean	1.51	1.41	0.10 ± 0.58	No
		standard deviation	0.11	0.20		
		sample size	56	23		
	16c	mean	2.61	2.13	0.48 ± 0.91	No
		standard deviation	0.17	0.32		
		sample size	56	23		
Denver—Lake	discipline	mean	7.11	7.66	-0.56 ± 0.42	Yes
		standard deviation	0.15	0.16		
		sample size	86	91		
	disruptions	mean	7.42	7.87	-0.45 ± 0.57	No
		standard deviation	0.20	0.22		
		sample size	86	89		
	15a	mean	1.73	1.83	-0.11 ± 0.21	No
		standard deviation	0.08	0.08		
		sample size	88	92		
	15b	mean	1.75	1.67	0.08 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	88	92		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver—Lake	15d	mean	1.91	1.69	0.22 ± 0.23	No
		standard deviation	0.09	0.08		
		sample size	85	88		
	15f	mean	1.86	1.73	0.13 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	86	88		
	21a	mean	1.42	1.47	-0.05 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	73	76		
	21b	mean	1.16	1.17	-0.01 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	67	80		
	21c	mean	1.79	1.69	0.10 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	75	82		
	21d	mean	1.51	1.55	-0.03 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	82	85		
	22a	mean	1.95	1.67	0.27 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	88	93		
	22c	mean	3.06	2.92	0.14 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	88	93		
	p22d	mean	2.13	1.90	0.24 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	88	93		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver—Lake	teachers	mean	7.68	9.54	-1.86 ± 0.76	Yes
		standard deviation	0.26	0.28		
		sample size	83	87		
San Antonio	discipline	mean	7.35	6.94	0.41 ± 0.47	No
		standard deviation	0.15	0.19		
		sample size	71	56		
	disruptions	mean	7.82	8.00	-0.18 ± 0.67	No
		standard deviation	0.22	0.27		
		sample size	71	56		
	15a	mean	1.68	1.66	0.02 ± 0.26	No
		standard deviation	0.09	0.10		
		sample size	71	57		
	15b	mean	1.81	1.81	0.01 ± 0.24	No
		standard deviation	0.07	0.10		
		sample size	72	56		
	15d	mean	1.67	1.48	0.19 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	72	54		
	15f	mean	1.57	1.69	-0.12 ± 0.22	No
		standard deviation	0.07	0.08		
		sample size	73	57		
	21a	mean	1.55	1.70	-0.15 ± 0.20	No
		standard deviation	0.07	0.08		
		sample size	61	46		
	21b	mean	1.28	1.24	0.04 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	56	50		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
San Antonio	21c	mean	1.81	1.84	-0.03 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	65	52		
	21d	mean	1.46	1.57	-0.10 ± 0.20	No
		standard deviation	0.06	0.08		
		sample size	69	54		
	22a	mean	2.11	1.87	0.24 ± 0.37	No
		standard deviation	0.13	0.14		
		sample size	72	57		
	22c	mean	3.20	2.88	0.32 ± 0.37	No
		standard deviation	0.12	0.15		
		sample size	72	57		
	p22d	mean	1.94	2.01	-0.07 ± 0.37	No
		standard deviation	0.13	0.14		
		sample size	72	57		
	teachers	mean	9.27	8.94	0.33 ± 0.96	No
		standard deviation	0.29	0.40		
		sample size	70	54		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-3: Gain Score Analysis Based On First-Year Follow-Up Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Portland	absences	mean	5.49	3.13	8.62	4.31	3.13	1.17	1.96 ± 1.80	Yes
		standard deviation	0.69	0.56	0.84	0.68				
		sample size	86	89	86	89				
	grades	mean	2.13	1.95	2.56	2.27	0.43	0.32	0.11 ± 0.29	No
		standard deviation	0.13	0.11	0.08	0.10				
		sample size	89	86	89	86				
Broward County	absences	mean	2.57	16.63	4.87	14.90	2.31	-1.73	4.04 ± 3.79	Yes
		standard deviation	0.47	1.33	0.66	1.67				
		sample size	80	50	80	50				
	grades	mean	2.38	0.73	2.05	1.31	-0.32	0.57	-0.90 ± 0.36	Yes
		standard deviation	0.06	0.11	0.07	0.13				
		sample size	78	53	78	53				
Denver—Lake	absences	mean	4.45	2.20	6.85	7.55	2.40	5.35	-2.95 ± 2.46	Yes
		standard deviation	0.63	0.39	0.93	0.96				
		sample size	74	75	74	75				
	grades	mean	2.71	2.52	2.49	2.32	-0.22	-0.20	-0.02 ± 0.23	No
		standard deviation	0.07	0.08	0.09	0.09				
		sample size	82	77	82	77				
	suspensions	mean	0.00	0.00	0.06	0.32	0.06	0.32	-0.26 ± 0.20	Yes
		standard deviation	0.00	0.00	0.03	0.09				
		sample size	106	113	106	113				
San Antonio	absences	mean	5.84	5.65	4.68	5.47	-1.16	-0.19	-0.97 ± 2.20	No
		standard deviation	0.71	1.03	0.71	1.02				
		sample size	83	70	83	70				
	grades	mean	2.07	2.25	2.17	2.05	0.10	-0.19	0.29 ± 0.27	Yes
		standard deviation	0.08	0.09	0.10	0.11				
		sample size	92	86	92	86				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-3: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
San Antonio	suspensions	mean	1.06	1.07	1.61	1.38	0.55	0.30	0.25 ± 1.01	No
		standard deviation	0.24	0.34	0.26	0.33				
		sample size	71	51	71	51				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-4: Gain Score Analysis Based On Second-Year Follow-Up Unadjusted Data: 1989–90 Student Cohorts

			Baseline		Follow-up		Gain		95% CI for the	Statistically
Project	**Measure**	**Statistic**[1]	**T**	**C**	**T**	**C**	**T**	**C**	**Difference (T – C)**	**Significant?**
Portland	absences	mean	5.30	2.98	7.15	9.07	1.85	6.10	-4.25 ± 2.96	Yes
		standard deviation	0.75	0.67	0.97	1.32				
		sample size	70	64	70	64				
	grades	mean	2.14	2.01	2.13	2.20	-0.02	0.19	-0.21 ± 0.34	No
		standard deviation	0.13	0.12	0.11	0.12				
		sample size	84	78	84	78				
Broward County	absences	mean	2.54	17.18	7.78	21.63	5.24	4.45	0.79 ± 4.97	No
		standard deviation	0.58	1.53	1.23	1.97				
		sample size	62	38	62	38				
	grades	mean	2.41	0.78	1.91	1.42	-0.49	0.64	-1.13 ± 0.42	Yes
		standard deviation	0.06	0.13	0.11	0.14				
		sample size	76	47	76	47				
Denver—Lake	absences	mean	4.47	2.11	7.37	7.93	2.90	5.82	-2.92 ± 3.19	No
		standard deviation	0.70	0.40	1.20	1.17				
		sample size	68	67	68	67				
	grades	mean	2.76	2.57	2.39	2.13	-0.37	-0.44	0.07 ± 0.34	No
		standard deviation	0.07	0.08	0.15	0.12				
		sample size	72	72	72	72				
	suspensions	mean	0.00	0.00	0.51	0.31	0.51	0.31	0.20 ± 0.47	No
		standard deviation	0.00	0.00	0.16	0.17				
		sample size	106	113	106	113				
San Antonio	absences	mean	5.07	4.96	6.56	5.99	1.49	1.03	0.46 ± 3.58	No
		standard deviation	0.74	1.16	1.00	1.47				
		sample size	59	40	59	40				
	grades	mean	2.15	2.43	2.02	2.00	-0.12	-0.43	0.31 ± 0.40	No
		standard deviation	0.09	0.11	0.10	0.19				
		sample size	59	41	59	41				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-4: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
San Antonio	suspensions	mean	1.00	1.17	1.74	0.84	0.74	-0.33	1.07 ± 2.35	No
		standard deviation	0.57	0.38	0.50	0.35				
		sample size	26	16	26	16				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-5: Pre-Treatment Differences Based on Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	absences	mean	4.95	3.08	1.87 ± 1.57	Yes
		standard deviation	0.64	0.51		
		sample size	97	99		
	grades	mean	2.13	2.03	0.10 ± 0.30	No
		standard deviation	0.12	0.10		
		sample size	97	99		
Broward County	absences	mean	9.63	26.00	-16.37 ± 4.95	Yes
		standard deviation	1.65	1.35		
		sample size	82	68		
	grades	mean	2.35	0.94	1.41 ± 0.28	Yes
		standard deviation	0.06	0.12		
		sample size	82	68		
Denver—Lake	absences	mean	4.05	2.80	1.25 ± 1.26	No
		standard deviation	0.53	0.36		
		sample size	106	113		
	grades	mean	2.68	2.47	0.22 ± 0.17	Yes
		standard deviation	0.06	0.06		
		sample size	106	113		
	suspensions	mean	0.00	0.00	0.00 ± 0.00	Yes
		standard deviation	0.00	0.00		
		sample size	106	113		
San Antonio	absences	mean	4.91	4.58	0.33 ± 1.90	No
		standard deviation	0.64	0.75		
		sample size	100	100		
	grades	mean	1.91	1.94	-0.02 ± 0.28	No
		standard deviation	0.09	0.11		
		sample size	100	100		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-5: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
San Antonio	suspensions	mean	2.14	2.97	-0.83 ± 0.73	Yes
		standard deviation	0.25	0.28		
		sample size	100	100		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-6: First-Year Follow-Up Differences Based on Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	discipline	mean	7.08	6.96	0.13 ± 0.49	No
		standard deviation	0.19	0.17		
		sample size	97	99		
	disruptions	mean	7.94	7.89	0.05 ± 0.45	No
		standard deviation	0.17	0.16		
		sample size	97	99		
	15a	mean	1.70	1.60	0.10 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	97	99		
	15b	mean	1.62	1.74	-0.13 ± 0.18	No
		standard deviation	0.06	0.06		
		sample size	97	99		
	15d	mean	1.70	1.70	-0.01 ± 0.18	No
		standard deviation	0.07	0.07		
		sample size	97	99		
	15f	mean	1.72	1.71	0.01 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	97	99		
	21a	mean	1.54	1.61	-0.08 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	97	99		
	21b	mean	1.26	1.36	-0.10 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	97	99		
	21c	mean	1.61	1.65	-0.04 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	97	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	21d	mean	1.59	1.42	0.17 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	97	99		
	22a	mean	2.01	1.92	0.09 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	97	99		
	22c	mean	3.03	2.94	0.09 ± 0.31	No
		standard deviation	0.12	0.11		
		sample size	97	99		
	22d	mean	2.21	2.12	0.09 ± 0.33	No
		standard deviation	0.13	0.11		
		sample size	97	99		
	teachers	mean	8.68	8.82	-0.14 ± 0.72	No
		standard deviation	0.27	0.25		
		sample size	97	99		
Broward County	13a	mean	1.41	1.58	-0.17 ± 0.23	No
		standard deviation	0.06	0.09		
		sample size	82	68		
	13b	mean	1.83	1.88	-0.04 ± 0.21	No
		standard deviation	0.06	0.07		
		sample size	82	68		
	13d	mean	1.68	1.72	-0.04 ± 0.26	No
		standard deviation	0.07	0.09		
		sample size	82	68		
	13f	mean	1.79	1.75	0.04 ± 0.24	No
		standard deviation	0.07	0.08		
		sample size	82	68		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	14a	mean	2.37	2.39	-0.02 ± 0.35	No
		standard deviation	0.10	0.13		
		sample size	82	68		
	14b	mean	3.00	3.26	-0.26 ± 0.33	No
		standard deviation	0.09	0.11		
		sample size	82	68		
	14c	mean	1.77	1.86	-0.09 ± 0.34	No
		standard deviation	0.10	0.12		
		sample size	82	68		
	16a	mean	1.53	1.39	0.13 ± 0.30	No
		standard deviation	0.09	0.09		
		sample size	82	68		
	16c	mean	2.68	2.62	0.06 ± 0.47	No
		standard deviation	0.14	0.16		
		sample size	82	68		
Denver—Lake	discipline	mean	7.21	7.58	-0.37 ± 0.38	No
		standard deviation	0.13	0.14		
		sample size	106	113		
	disruptions	mean	7.55	7.90	-0.35 ± 0.50	No
		standard deviation	0.18	0.18		
		sample size	106	113		
	15a	mean	1.68	1.79	-0.12 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	106	113		
	15b	mean	1.75	1.64	0.11 ± 0.16	No
		standard deviation	0.06	0.05		
		sample size	106	113		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver—Lake	15d	mean	1.88	1.62	0.26 ± 0.20	Yes
		standard deviation	0.08	0.07		
		sample size	106	113		
	15f	mean	1.85	1.74	0.11 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	106	113		
	21a	mean	1.44	1.44	-0.01 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	106	113		
	21b	mean	1.17	1.20	-0.03 ± 0.10	No
		standard deviation	0.03	0.04		
		sample size	106	113		
	21c	mean	1.78	1.67	0.10 ± 0.12	No
		standard deviation	0.04	0.05		
		sample size	106	113		
	21d	mean	1.57	1.54	0.03 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	106	113		
	22a	mean	1.92	1.69	0.23 ± 0.25	No
		standard deviation	0.10	0.08		
		sample size	106	113		
	22c	mean	2.98	2.92	0.07 ± 0.30	No
		standard deviation	0.11	0.11		
		sample size	106	113		
	22d	mean	2.11	1.95	0.16 ± 0.27	No
		standard deviation	0.10	0.09		
		sample size	106	113		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver—Lake	teachers	mean	7.77	9.17	-1.40 ± 0.65	Yes
		standard deviation	0.22	0.24		
		sample size	106	113		
San Antonio	discipline	mean	7.21	6.95	0.26 ± 0.36	No
		standard deviation	0.13	0.13		
		sample size	100	100		
	disruptions	mean	7.74	7.96	-0.22 ± 0.48	No
		standard deviation	0.17	0.18		
		sample size	100	100		
	15a	mean	1.72	1.78	-0.06 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	100	100		
	15b	mean	1.80	1.78	0.02 ± 0.17	No
		standard deviation	0.06	0.07		
		sample size	100	100		
	15d	mean	1.64	1.54	0.10 ± 0.21	No
		standard deviation	0.08	0.07		
		sample size	100	100		
	15f	mean	1.50	1.74	-0.25 ± 0.17	Yes
		standard deviation	0.06	0.07		
		sample size	100	100		
	21a	mean	1.49	1.61	-0.12 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	100		
	21b	mean	1.32	1.35	-0.03 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	100		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
San Antonio	21c	mean	1.83	1.82	0.01 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	100	100		
	21d	mean	1.49	1.57	-0.08 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	100	100		
	22a	mean	2.15	1.97	0.19 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	100	100		
	22c	mean	3.23	2.97	0.26 ± 0.29	No
		standard deviation	0.10	0.11		
		sample size	100	100		
	22d	mean	1.98	1.85	0.13 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	100	100		
	teachers	mean	9.40	9.15	0.25 ± 0.68	No
		standard deviation	0.22	0.28		
		sample size	100	100		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-7: Gain Score Analysis Based On First-Year Follow-Up Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Portland	absences	mean	4.93	3.08	9.02	4.81	4.08	1.74	2.34 +/- 1.89	Yes
		standard deviation	0.64	0.51	0.82	0.67				
		sample size	97	99	97	99				
	grades	mean	2.13	2.03	2.53	2.25	0.40	0.21	0.19 +/- 0.27	No
		standard deviation	0.12	0.10	0.07	0.09				
		sample size	97	99	97	99				
Broward County	absences	mean	2.63	14.42	5.07	14.40	2.44	-0.02	2.46 +/- 3.44	No
		standard deviation	0.46	1.25	0.65	1.37				
		sample size	82	68	82	68				
	grades	mean	2.35	0.94	1.98	1.30	-0.38	0.36	-0.73 +/- 0.32	Yes
		standard deviation	0.06	0.12	0.07	0.12				
		sample size	82	68	82	68				
Denver—Lake	absences	mean	4.05	2.80	7.92	8.24	3.87	5.44	-1.58 +/- 2.29	No
		standard deviation	0.53	0.36	0.90	0.88				
		sample size	106	113	106	113				
	grades	mean	2.68	2.47	2.39	2.25	-0.29	-0.21	-0.08 +/- 0.23	No
		standard deviation	0.06	0.06	0.08	0.09				
		sample size	106	113	106	113				
	suspensions	mean	0.00	0.00	0.06	0.32	0.06	0.32	-0.26 +/- 0.20	Yes
		standard deviation	0.00	0.00	0.03	0.09				
		sample size	106	113	106	113				
San Antonio	absences	mean	4.95	4.58	5.19	5.64	0.24	1.06	-0.82 +/- 2.10	No
		standard deviation	0.64	0.75	0.68	0.78				
		sample size	109	109	109	109				
	grades	mean	1.95	1.98	2.15	1.99	0.21	-0.01	0.22 +/- 0.33	No
		standard deviation	0.09	0.11	0.10	0.11				
		sample size	109	109	109	109				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-7: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T - C)	Statistically Significant?
San Antonio	suspensions	mean	2.14	2.97	1.96	1.98	-0.18	-0.99	0.81 +/- 0.83	No
		standard deviation	0.25	0.28	0.26	0.23				
		sample size	100	100	100	100				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-8: Gain Score Analysis Based On Second-Year Follow-Up Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Portland	absences	mean	4.95	3.08	8.39	9.40	3.45	6.32	-2.88 +/- 2.62	Yes
		standard deviation	0.64	0.51	0.89	0.98				
		sample size	97	99	97	99				
	grades	mean	2.13	2.03	2.11	2.10	-0.02	0.07	-0.09 +/- 0.34	No
		standard deviation	0.12	0.10	0.10	0.11				
		sample size	97	99	97	99				
Broward County	absences	mean	2.63	14.42	8.28	17.07	5.65	2.65	3.01 +/- 4.46	No
		standard deviation	0.46	1.25	1.10	1.49				
		sample size	82	68	82	68				
	grades	mean	2.35	0.94	1.82	1.28	-0.53	0.34	-0.87 +/- 0.35	Yes
		standard deviation	0.06	0.12	0.10	0.11				
		sample size	82	68	82	68				
Denver—Lake	absences	mean	4.05	2.80	8.97	8.22	4.93	5.43	-0.50 +/- 2.69	No
		standard deviation	0.53	0.36	1.02	0.95				
		sample size	106	113	106	113				
	grades	mean	2.68	2.47	2.30	2.09	-0.38	-0.47	0.09 +/- 0.31	No
		standard deviation	0.06	0.06	0.12	0.10				
		sample size	106	113	106	113				
	suspensions	mean	0.00	0.00	0.51	0.31	0.51	0.31	0.20 +/- 0.47	No
		standard deviation	0.00	0.00	0.16	0.17				
		sample size	106	113	106	113				
San Antonio	absences	mean	4.91	4.58	6.84	5.37	1.93	0.79	1.14 +/- 2.42	No
		standard deviation	0.64	0.75	0.75	0.78				
		sample size	100	100	100	100				
	grades	mean	1.91	1.94	2.02	1.86	0.11	-0.08	0.19 +/- 0.34	No
		standard deviation	0.09	0.11	0.08	0.10				
		sample size	100	100	100	100				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-8: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
San Antonio	suspensions	mean	2.14	2.97	1.63	1.63	-0.51	-1.34	0.82 +/- 0.85	No
		standard deviation	0.25	0.28	0.19	0.17				
		sample size	100	100	100	100				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: Pre-Treatment Differences Based on Unadjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	absences	mean	7.00	1.16	5.84 ± 1.88	Yes
		standard deviation	0.85	0.39		
		sample size	97	86		
	grades	mean	2.85	2.78	0.07 ± 0.20	No
		standard deviation	0.07	0.08		
		sample size	97	85		
	7	mean	1.84	1.51	0.33 ± 0.30	Yes
		standard deviation	0.12	0.10		
		sample size	97	96		
	8a	mean	2.40	1.33	1.07 ± 1.08	No
		standard deviation	0.48	0.31		
		sample size	86	92		
	self esteem	mean	17.61	17.78	-0.17 ± 0.85	No
		standard deviation	0.34	0.28		
		sample size	93	95		
	14a	mean	1.26	1.19	0.07 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	95	95		
	14b	mean	1.51	1.55	-0.04 ± 0.21	No
		standard deviation	0.08	0.08		
		sample size	97	96		
	14c	mean	1.80	1.80	-0.00 ± 0.25	No
		standard deviation	0.09	0.09		
		sample size	94	95		
	14d	mean	1.45	1.38	0.07 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	90	95		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	14e	mean	2.31	2.60	-0.29 ± 0.34	No
		standard deviation	0.12	0.13		
		sample size	97	96		
	14f	mean	1.85	1.55	0.30 ± 0.25	Yes
		standard deviation	0.09	0.09		
		sample size	97	96		
	14g	mean	1.56	1.62	-0.06 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	96	95		
	14h	mean	3.06	2.81	0.24 ± 0.34	No
		standard deviation	0.12	0.12		
		sample size	98	96		
	16a	mean	0.32	0.24	0.08 ± 0.13	No
		standard deviation	0.05	0.04		
		sample size	93	94		
	16f	mean	0.25	0.13	0.12 ± 0.11	Yes
		standard deviation	0.05	0.04		
		sample size	93	94		
	16S	mean	0.40	0.44	-0.04 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	93	94		
	18a	mean	1.95	1.91	0.04 ± 0.07	No
		standard deviation	0.02	0.03		
		sample size	97	95		
	18b	mean	1.90	1.86	0.04 ± 0.09	No
		standard deviation	0.03	0.04		
		sample size	97	95		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	18c	mean	1.79	1.78	0.02 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	97	95		
	18d	mean	1.71	1.84	-0.13 ± 0.12	Yes
		standard deviation	0.05	0.04		
		sample size	97	95		
	18e	mean	1.64	1.67	-0.03 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	97	95		
	18f	mean	1.85	1.90	-0.06 ± 0.10	No
		standard deviation	0.04	0.03		
		sample size	97	95		
	18g	mean	1.84	1.82	0.02 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	97	95		
	19a	mean	1.89	1.88	0.02 ± 0.08	No
		standard deviation	0.03	0.03		
		sample size	96	96		
	19b	mean	1.70	1.77	-0.07 ± 0.13	No
		standard deviation	0.05	0.04		
		sample size	96	96		
	19c	mean	1.77	1.78	-0.00 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	96	96		
	19d	mean	1.78	1.73	0.05 ± 0.12	No
		standard deviation	0.04	0.05		
		sample size	96	96		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	19e	mean	1.62	1.58	0.04 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	96	96		
	19f	mean	1.87	1.83	0.04 ± 0.10	No
		standard deviation	0.04	0.04		
		sample size	96	96		
	19g	mean	1.85	1.79	0.07 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	96	96		
	20a	mean	1.57	1.81	-0.24 ± 0.22	Yes
		standard deviation	0.08	0.08		
		sample size	96	96		
	20b	mean	1.90	2.09	-0.20 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	94	96		
	20c	mean	2.18	2.35	-0.17 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	96	96		
	21a	mean	1.76	1.58	0.18 ± 0.15	Yes
		standard deviation	0.05	0.06		
		sample size	70	78		
	21b	mean	1.60	1.56	0.03 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	74	73		
	21c	mean	1.54	1.51	0.03 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	86	88		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	21d	mean	1.75	1.86	-0.10 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	76	91		
	22a	mean	1.55	1.34	0.21 ± 0.24	No
		standard deviation	0.09	0.09		
		sample size	97	96		
	22b	mean	1.69	1.48	0.21 ± 0.24	No
		standard deviation	0.09	0.08		
		sample size	97	96		
	22c	mean	2.62	2.54	0.08 ± 0.35	No
		standard deviation	0.13	0.13		
		sample size	97	96		
	22d	mean	2.38	2.15	0.23 ± 0.36	No
		standard deviation	0.13	0.13		
		sample size	97	96		
	23a	mean	3.05	3.10	-0.05 ± 0.31	No
		standard deviation	0.12	0.11		
		sample size	97	96		
	23b	mean	1.55	1.58	-0.04 ± 0.25	No
		standard deviation	0.09	0.09		
		sample size	95	96		
	23c	mean	2.78	2.89	-0.11 ± 0.34	No
		standard deviation	0.13	0.12		
		sample size	97	96		
	23d	mean	2.16	1.92	0.24 ± 0.32	No
		standard deviation	0.13	0.11		
		sample size	96	96		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	23e	mean	2.99	3.03	-0.04 ± 0.31	No
		standard deviation	0.11	0.12		
		sample size	97	96		
	24a	mean	3.68	3.49	0.19 ± 0.24	No
		standard deviation	0.07	0.10		
		sample size	96	96		
	24b	mean	1.21	1.25	-0.04 ± 0.17	No
		standard deviation	0.06	0.07		
		sample size	93	95		
	24c	mean	3.70	3.56	0.14 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	95	95		
	24d	mean	1.53	1.42	0.11 ± 0.25	No
		standard deviation	0.09	0.09		
		sample size	92	95		
	24e	mean	3.27	3.46	-0.20 ± 0.30	No
		standard deviation	0.11	0.11		
		sample size	95	96		
	discipline	mean	6.92	6.92	-0.01 ± 0.43	No
		standard deviation	0.14	0.17		
		sample size	95	94		
	disruptions	mean	7.70	7.80	-0.10 ± 0.54	No
		standard deviation	0.20	0.20		
		sample size	92	94		
	teachers	mean	7.66	7.77	-0.10 ± 0.68	No
		standard deviation	0.27	0.23		
		sample size	93	94		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	26	mean	2.52	2.45	0.07 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	97	96		
	27	mean	4.72	4.84	-0.13 ± 0.39	No
		standard deviation	0.14	0.14		
		sample size	98	96		
	28	mean	5.34	5.45	-0.11 ± 0.37	No
		standard deviation	0.14	0.14		
		sample size	95	95		
	29	mean	1.18	1.08	0.11 ± 0.11	No
		standard deviation	0.05	0.03		
		sample size	94	95		
	30	mean	1.38	1.40	-0.02 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	94	95		
	31a	mean	1.61	1.68	-0.08 ± 0.23	No
		standard deviation	0.09	0.08		
		sample size	93	95		
	31b	mean	1.96	2.07	-0.10 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	97	96		
	31c	mean	1.18	1.10	0.07 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	92	92		
	31d	mean	1.29	1.26	0.02 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	91	94		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	31e	mean	1.54	1.67	-0.13 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	92	94		
	31f	mean	1.64	1.65	-0.01 ± 0.23	No
		standard deviation	0.09	0.08		
		sample size	92	94		
	HSgrads	mean	2.56	2.53	0.03 ± 0.49	No
		standard deviation	0.19	0.17		
		sample size	87	95		
Broward County	absences	mean	3.26	3.98	-0.72 ± 1.57	No
		standard deviation	0.57	0.57		
		sample size	89	88		
	grades	mean	2.74	2.72	0.02 ± 0.22	No
		standard deviation	0.07	0.09		
		sample size	89	86		
	7	mean	1.54	1.30	0.24 ± 0.27	No
		standard deviation	0.10	0.10		
		sample size	79	76		
	8a	mean	3.68	1.25	2.43 ± 2.74	No
		standard deviation	1.32	0.60		
		sample size	74	76		
	self esteem	mean	16.42	15.70	0.72 ± 1.75	No
		standard deviation	0.62	0.66		
		sample size	81	86		
	14a	mean	1.26	1.39	-0.13 ± 0.18	No
		standard deviation	0.06	0.07		
		sample size	86	84		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	14b	mean	1.96	1.77	0.18 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	86	84		
	14c	mean	1.91	1.91	-0.00 ± 0.29	No
		standard deviation	0.10	0.11		
		sample size	87	83		
	14d	mean	1.44	1.63	-0.20 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	85	78		
	14e	mean	2.52	2.55	-0.03 ± 0.38	No
		standard deviation	0.14	0.14		
		sample size	84	82		
	14f	mean	2.04	1.93	0.11 ± 0.29	No
		standard deviation	0.10	0.11		
		sample size	87	84		
	14g	mean	1.48	1.81	-0.33 ± 0.27	Yes
		standard deviation	0.09	0.10		
		sample size	86	84		
	14h	mean	2.95	2.67	0.28 ± 0.38	No
		standard deviation	0.13	0.14		
		sample size	86	83		
	16a	mean	0.70	0.49	0.21 ± 0.15	Yes
		standard deviation	0.05	0.06		
		sample size	80	77		
	16f	mean	0.49	0.29	0.20 ± 0.15	Yes
		standard deviation	0.05	0.05		
		sample size	80	77		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	16S	mean	0.48	0.37	0.11 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	80	77		
	18a	mean	1.82	1.91	-0.09 ± 0.11	No
		standard deviation	0.05	0.04		
		sample size	80	81		
	18b	mean	1.56	1.80	-0.24 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	80	81		
	18c	mean	1.44	1.70	-0.26 ± 0.15	Yes
		standard deviation	0.05	0.05		
		sample size	80	81		
	18d	mean	1.66	1.73	-0.07 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	80	81		
	18e	mean	1.50	1.61	-0.11 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	80	81		
	18f	mean	1.73	1.90	-0.18 ± 0.13	Yes
		standard deviation	0.05	0.04		
		sample size	80	81		
	18g	mean	1.79	1.77	0.01 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	80	81		
	19a	mean	1.75	1.80	-0.05 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	81	82		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	19b	mean	1.56	1.68	-0.12 ± 0.16	No
		standard deviation	0.06	0.05		
		sample size	81	82		
	19c	mean	1.54	1.61	-0.07 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	81	82		
	19d	mean	1.63	1.69	-0.07 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	81	82		
	19e	mean	1.48	1.58	-0.10 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	81	82		
	19f	mean	1.81	1.85	-0.05 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	81	82		
	19g	mean	1.70	1.79	-0.09 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	81	82		
	20a	mean	1.74	1.64	0.10 ± 0.24	No
		standard deviation	0.09	0.09		
		sample size	79	81		
	20b	mean	2.16	1.97	0.19 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	79	82		
	20c	mean	2.17	2.05	0.11 ± 0.26	No
		standard deviation	0.08	0.10		
		sample size	79	81		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	21a	mean	1.09	1.63	-0.54 ± 0.14	Yes
		standard deviation	0.04	0.06		
		sample size	80	70		
	21b	mean	1.25	1.32	-0.07 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	75	74		
	21c	mean	1.53	1.63	-0.10 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	79	73		
	21d	mean	1.54	1.68	-0.13 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	74	77		
	22a	mean	1.46	1.76	-0.30 ± 0.28	Yes
		standard deviation	0.09	0.11		
		sample size	83	86		
	22b	mean	1.69	1.69	0.00 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	83	86		
	22c	mean	2.45	2.60	-0.15 ± 0.37	No
		standard deviation	0.14	0.13		
		sample size	83	86		
	22d	mean	2.30	2.47	-0.17 ± 0.41	No
		standard deviation	0.14	0.15		
		sample size	76	80		
	23a	mean	3.25	3.10	0.15 ± 0.31	No
		standard deviation	0.11	0.12		
		sample size	84	86		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	23b	mean	1.50	1.71	-0.21 ± 0.26	No
		standard deviation	0.09	0.10		
		sample size	84	85		
	23c	mean	2.74	2.78	-0.04 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	84	86		
	23d	mean	2.22	2.23	-0.01 ± 0.32	No
		standard deviation	0.11	0.12		
		sample size	83	84		
	23e	mean	3.03	2.97	0.06 ± 0.34	No
		standard deviation	0.12	0.13		
		sample size	82	85		
	24a	mean	3.45	3.68	-0.22 ± 0.27	No
		standard deviation	0.10	0.09		
		sample size	83	84		
	24b	mean	1.37	1.58	-0.21 ± 0.28	No
		standard deviation	0.09	0.11		
		sample size	83	85		
	24c	mean	3.46	3.61	-0.14 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	83	84		
	24d	mean	1.75	2.02	-0.28 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	81	84		
	24e	mean	3.42	3.24	0.18 ± 0.34	No
		standard deviation	0.12	0.13		
		sample size	82	84		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	discipline	mean	7.28	7.09	0.19 ± 0.55	No
		standard deviation	0.22	0.18		
		sample size	79	77		
	disruptions	mean	8.31	8.28	0.03 ± 0.64	No
		standard deviation	0.25	0.21		
		sample size	77	80		
	teachers	mean	8.65	8.53	0.13 ± 0.90	No
		standard deviation	0.31	0.35		
		sample size	73	80		
	26	mean	2.59	2.44	0.15 ± 0.32	No
		standard deviation	0.12	0.12		
		sample size	81	77		
	27	mean	4.87	4.44	0.43 ± 0.45	No
		standard deviation	0.13	0.19		
		sample size	81	78		
	28	mean	5.19	4.83	0.36 ± 0.55	No
		standard deviation	0.16	0.25		
		sample size	67	56		
	29	mean	1.12	1.09	0.03 ± 0.14	No
		standard deviation	0.05	0.04		
		sample size	67	55		
	30	mean	1.34	1.33	0.02 ± 0.26	No
		standard deviation	0.10	0.08		
		sample size	67	49		
	31a	mean	1.76	1.51	0.25 ± 0.26	No
		standard deviation	0.10	0.10		
		sample size	70	71		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	31b	mean	2.10	1.91	0.19 ± 0.26	No
		standard deviation	0.10	0.10		
		sample size	81	72		
	31c	mean	1.44	1.21	0.23 ± 0.21	Yes
		standard deviation	0.08	0.07		
		sample size	70	64		
	31d	mean	1.55	1.43	0.12 ± 0.24	No
		standard deviation	0.09	0.09		
		sample size	75	68		
	31e	mean	1.72	1.59	0.13 ± 0.25	No
		standard deviation	0.10	0.09		
		sample size	78	68		
	31f	mean	1.94	1.92	0.02 ± 0.26	No
		standard deviation	0.09	0.09		
		sample size	78	70		
	HSgrads	mean	2.84	3.01	-0.17 ± 0.57	No
		standard deviation	0.22	0.20		
		sample size	73	68		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: Gain Score Analysis Based On First Follow-Up Unadjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[a]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Portland	absences	mean	7.00	1.16	9.20	6.15	2.20	4.99	-2.78 ± 2.04	Yes
		standard deviation	0.85	0.39	0.96	0.75				
		sample size	97	86	97	86				
	grades	mean	2.85	2.78	2.87	2.54	0.02	-0.24	0.25 ± 0.20	Yes
		standard deviation	0.07	0.08	0.09	0.09				
		sample size	97	85	97	85				
	7	mean	1.75	1.49	1.86	1.56	0.11	0.07	0.04 ± 0.29	No
		standard deviation	0.12	0.11	0.12	0.11				
		sample size	82	85	82	85				
	8a	mean	2.30	1.33	3.76	1.58	1.46	0.25	1.22 ± 1.69	No
		standard deviation	0.57	0.37	0.81	0.38				
		sample size	68	77	68	77				
	self esteem	mean	17.61	17.82	14.80	15.80	-2.80	-2.02	-0.79 ± 1.92	No
		standard deviation	0.36	0.29	0.80	0.68				
		sample size	87	93	87	93				
	14a	mean	1.21	1.19	1.27	1.06	0.06	-0.13	0.19 ± 0.20	No
		standard deviation	0.07	0.06	0.08	0.03				
		sample size	81	84	81	84				
	14b	mean	1.46	1.50	1.52	1.52	0.06	0.02	0.04 ± 0.27	No
		standard deviation	0.08	0.08	0.09	0.08				
		sample size	82	85	82	85				
	14c	mean	1.70	1.79	1.91	1.69	0.21	-0.11	0.31 ± 0.31	No
		standard deviation	0.09	0.10	0.10	0.11				
		sample size	81	83	81	83				
	14d	mean	1.40	1.29	1.81	1.57	0.41	0.29	0.12 ± 0.33	No
		standard deviation	0.08	0.08	0.11	0.11				
		sample size	76	83	76	83				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

			Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
Project	**Measure**	**Statistic[1]**	**T**	**C**	**T**	**C**	**T**	**C**		
Portland	14e	mean	2.23	2.55	2.67	2.73	0.44	0.18	0.26 ± 0.37	No
		standard deviation	0.14	0.14	0.14	0.14				
		sample size	82	85	82	85				
	14f	mean	1.81	1.55	2.25	1.79	0.43	0.24	0.19 ± 0.35	No
		standard deviation	0.10	0.10	0.11	0.11				
		sample size	84	84	84	84				
	14g	mean	1.60	1.62	1.44	1.70	-0.17	0.08	-0.25 ± 0.23	Yes
		standard deviation	0.09	0.10	0.08	0.11				
		sample size	83	83	83	83				
	14h	mean	3.04	2.76	3.23	2.86	0.19	0.10	0.09 ± 0.30	No
		standard deviation	0.14	0.13	0.12	0.13				
		sample size	84	85	84	85				
	16a	mean	0.29	0.25	0.35	0.22	0.06	-0.02	0.08 ± 0.17	No
		standard deviation	0.05	0.05	0.06	0.05				
		sample size	80	83	80	83				
	16f	mean	0.22	0.14	0.33	0.23	0.11	0.09	0.03 ± 0.17	No
		standard deviation	0.05	0.04	0.06	0.05				
		sample size	80	83	80	83				
	16S	mean	0.39	0.43	0.42	0.40	0.03	-0.03	0.06 ± 0.16	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	80	83	80	83				
	18a	mean	1.95	1.90	1.90	1.89	-0.05	-0.01	-0.04 ± 0.12	No
		standard deviation	0.02	0.04	0.04	0.04				
		sample size	83	85	83	85				
	18b	mean	1.91	1.87	1.83	1.83	-0.08	-0.04	-0.04 ± 0.14	No
		standard deviation	0.03	0.04	0.05	0.04				
		sample size	83	85	83	85				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Portland	18c	mean	1.85	1.78	1.72	1.72	-0.12	-0.06	-0.06 ± 0.17	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	83	85	83	85				
	18d	mean	1.75	1.83	1.83	1.67	0.08	-0.16	0.24 ± 0.16	Yes
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	83	85	83	85				
	18e	mean	1.62	1.65	1.78	1.66	0.16	0.01	0.15 ± 0.20	No
		standard deviation	0.05	0.06	0.05	0.05				
		sample size	83	85	83	85				
	18f	mean	1.90	1.91	1.80	1.93	-0.10	0.02	-0.12 ± 0.12	Yes
		standard deviation	0.03	0.03	0.05	0.03				
		sample size	83	85	83	85				
	18g	mean	1.89	1.83	1.71	1.77	-0.18	-0.06	-0.11 ± 0.15	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	83	85	83	85				
	19a	mean	1.90	1.87	1.72	1.76	-0.18	-0.11	-0.07 ± 0.14	No
		standard deviation	0.03	0.04	0.05	0.05				
		sample size	82	85	82	85				
	19b	mean	1.74	1.76	1.72	1.65	-0.03	-0.11	0.08 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	82	85	82	85				
	19c	mean	1.81	1.76	1.73	1.67	-0.08	-0.09	0.01 ± 0.18	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	82	85	82	85				
	19d	mean	1.80	1.71	1.76	1.64	-0.04	-0.06	0.02 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	82	85	82	85				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Portland	19e	mean	1.62	1.59	1.65	1.58	0.02	-0.01	0.04 ± 0.21	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	82	85	82	85				
	19f	mean	1.89	1.82	1.83	1.87	-0.06	0.05	-0.10 ± 0.13	No
		standard deviation	0.03	0.04	0.04	0.04				
		sample size	82	85	82	85				
	19g	mean	1.91	1.78	1.73	1.76	-0.18	-0.03	-0.15 ± 0.18	No
		standard deviation	0.03	0.04	0.05	0.05				
		sample size	82	85	82	85				
	20a	mean	1.61	1.87	1.52	1.92	-0.09	0.05	-0.14 ± 0.30	No
		standard deviation	0.09	0.09	0.08	0.08				
		sample size	81	85	81	85				
	20b	mean	1.89	2.12	1.85	2.11	-0.05	-0.01	-0.03 ± 0.29	No
		standard deviation	0.09	0.08	0.10	0.09				
		sample size	80	86	80	86				
	20c	mean	2.17	2.38	1.95	2.38	-0.22	-0.00	-0.22 ± 0.29	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	82	86	82	86				
	21a	mean	1.80	1.52	1.49	1.55	-0.31	0.03	-0.34 ± 0.25	Yes
		standard deviation	0.06	0.07	0.08	0.07				
		sample size	43	56	43	56				
	21b	mean	1.60	1.54	1.30	1.42	-0.30	-0.11	-0.19 ± 0.25	No
		standard deviation	0.07	0.08	0.07	0.08				
		sample size	53	52	53	52				
	21c	mean	1.58	1.46	1.48	1.59	-0.10	0.13	-0.23 ± 0.23	No
		standard deviation	0.07	0.06	0.07	0.06				
		sample size	55	73	55	73				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Portland	21d	mean	1.77	1.86	1.48	1.53	-0.29	-0.33	0.05 ± 0.22	No
		standard deviation	0.06	0.04	0.07	0.06				
		sample size	55	73	55	73				
	22a	mean	1.55	1.24	1.92	1.50	0.37	0.26	0.10 ± 0.30	No
		standard deviation	0.10	0.08	0.11	0.10				
		sample size	83	86	83	86				
	22b	mean	1.63	1.45	1.64	1.50	0.00	0.06	-0.05 ± 0.26	No
		standard deviation	0.10	0.08	0.11	0.10				
		sample size	83	86	83	86				
	22c	mean	2.61	2.49	2.89	2.54	0.27	0.06	0.22 ± 0.40	No
		standard deviation	0.14	0.14	0.14	0.13				
		sample size	83	86	83	86				
	22d	mean	2.52	2.14	2.46	2.00	-0.06	-0.14	0.07 ± 0.45	No
		standard deviation	0.14	0.14	0.14	0.13				
		sample size	83	86	83	86				
	23a	mean	3.20	3.07	2.65	2.83	-0.55	-0.24	-0.30 ± 0.36	No
		standard deviation	0.12	0.12	0.12	0.11				
		sample size	82	85	82	85				
	23b	mean	1.46	1.52	1.84	1.62	0.38	0.10	0.28 ± 0.28	Yes
		standard deviation	0.09	0.10	0.11	0.09				
		sample size	80	86	80	86				
	23c	mean	2.96	2.88	2.47	2.48	-0.49	-0.39	-0.09 ± 0.36	No
		standard deviation	0.13	0.13	0.13	0.13				
		sample size	82	85	82	85				
	23d	mean	2.10	1.83	2.72	2.06	0.62	0.22	0.40 ± 0.34	Yes
		standard deviation	0.14	0.11	0.13	0.12				
		sample size	80	85	80	85				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Portland	23e	mean	3.04	2.98	2.81	2.75	-0.23	-0.23	-0.00 ± 0.40	No
		standard deviation	0.12	0.13	0.13	0.13				
		sample size	80	85	80	85				
	24a	mean	3.68	3.51	3.46	3.53	-0.22	0.02	-0.24 ± 0.36	No
		standard deviation	0.08	0.11	0.12	0.10				
		sample size	81	85	81	85				
	24b	mean	1.19	1.23	1.60	1.21	0.41	-0.02	0.44 ± 0.28	Yes
		standard deviation	0.05	0.07	0.13	0.06				
		sample size	79	84	79	84				
	24c	mean	3.72	3.52	3.41	3.61	-0.31	0.09	-0.40 ± 0.35	Yes
		standard deviation	0.09	0.10	0.12	0.09				
		sample size	80	84	80	84				
	24d	mean	1.49	1.40	2.07	1.56	0.58	0.17	0.41 ± 0.34	Yes
		standard deviation	0.10	0.09	0.14	0.10				
		sample size	78	85	78	85				
	24e	mean	3.25	3.46	3.26	3.43	0.02	-0.04	0.05 ± 0.43	No
		standard deviation	0.13	0.11	0.13	0.11				
		sample size	79	86	79	86				
	discipline	mean	6.76	6.92	7.52	7.13	0.76	0.21	0.55 ± 0.60	No
		standard deviation	0.16	0.17	0.18	0.17				
		sample size	79	81	79	81				
	disruptions	mean	7.92	7.68	8.22	8.15	0.29	0.46	-0.17 ± 0.75	No
		standard deviation	0.21	0.22	0.19	0.21				
		sample size	78	82	78	82				
	teachers	mean	7.54	7.76	8.60	8.57	1.05	0.81	0.24 ± 0.98	No
		standard deviation	0.31	0.25	0.31	0.34				
		sample size	77	83	77	83				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Portland	26	mean	2.42	2.48	2.91	2.57	0.49	0.09	0.40 ± 0.34	Yes
		standard deviation	0.11	0.11	0.11	0.12				
		sample size	82	86	82	86				
	27	mean	4.61	4.89	4.74	4.80	0.13	-0.09	0.22 ± 0.46	No
		standard deviation	0.15	0.15	0.16	0.15				
		sample size	82	86	82	86				
	28	mean	5.30	5.35	5.43	5.58	0.14	0.23	-0.09 ± 0.46	No
		standard deviation	0.17	0.15	0.15	0.13				
		sample size	73	84	73	84				
	29	mean	1.20	1.06	1.17	1.17	-0.03	0.11	-0.14 ± 0.14	No
		standard deviation	0.06	0.03	0.06	0.05				
		sample size	72	84	72	84				
	30	mean	1.38	1.38	1.48	1.56	0.11	0.18	-0.08 ± 0.26	No
		standard deviation	0.07	0.07	0.10	0.08				
		sample size	72	83	72	83				
	31a	mean	1.56	1.73	1.69	1.77	0.13	0.04	0.09 ± 0.26	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	79	82	79	82				
	31b	mean	1.92	2.12	1.99	2.02	0.07	-0.10	0.17 ± 0.28	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	82	86	82	86				
	31c	mean	1.17	1.10	1.27	1.23	0.10	0.13	-0.03 ± 0.22	No
		standard deviation	0.06	0.05	0.07	0.06				
		sample size	75	82	75	82				
	31d	mean	1.31	1.26	1.46	1.31	0.15	0.05	0.10 ± 0.24	No
		standard deviation	0.07	0.06	0.08	0.07				
		sample size	74	84	74	84				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the	Statistically
			T	C	T	C	T	C	Difference (T – C)	Significant?
Portland	31e	mean	1.55	1.69	1.71	1.68	0.16	-0.02	0.18 ± 0.31	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	75	84	75	84				
	31f	mean	1.61	1.66	1.90	1.87	0.28	0.21	0.08 ± 0.32	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	76	84	76	84				
	HSgrads	mean	2.57	2.55	3.11	3.09	0.54	0.53	0.01 ± 0.66	No
		standard deviation	0.22	0.19	0.22	0.18				
		sample size	68	82	68	82				
Broward County	absences	mean	3.26	4.08	4.98	6.24	1.72	2.16	-0.43 ± 1.78	No
		standard deviation	0.57	0.57	0.71	0.80				
		sample size	89	87	89	87				
	grades	mean	2.74	2.72	2.48	2.51	-0.26	-0.21	-0.05 ± 0.24	No
		standard deviation	0.07	0.09	0.09	0.09				
		sample size	89	86	89	86				
	7	mean	1.56	1.27	1.59	1.39	0.04	0.12	-0.09 ± 0.34	No
		standard deviation	0.11	0.09	0.12	0.10				
		sample size	73	75	73	75				
	8a	mean	3.63	0.92	6.64	3.19	3.01	2.27	0.73 ± 4.93	No
		standard deviation	1.43	0.35	1.85	1.45				
		sample size	61	74	61	74				
	self esteem	mean	16.44	15.74	17.30	16.37	0.85	0.64	0.21 ± 1.92	No
		standard deviation	0.66	0.65	0.55	0.57				
		sample size	77	81	77	81				
	14a	mean	1.26	1.39	1.35	1.41	0.09	0.02	0.06 ± 0.21	No
		standard deviation	0.06	0.07	0.07	0.08				
		sample size	81	83	81	83				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	14b	mean	1.96	1.78	2.02	1.89	0.06	0.12	-0.06 ± 0.31	No
		standard deviation	0.12	0.10	0.10	0.11				
		sample size	81	83	81	83				
	14c	mean	1.91	1.94	2.00	2.07	0.09	0.13	-0.05 ± 0.34	No
		standard deviation	0.11	0.11	0.09	0.11				
		sample size	81	81	81	81				
	14d	mean	1.44	1.64	1.50	1.63	0.06	-0.00	0.06 ± 0.29	No
		standard deviation	0.09	0.09	0.10	0.11				
		sample size	79	77	79	77				
	14e	mean	2.49	2.58	2.52	2.68	0.04	0.09	-0.06 ± 0.35	No
		standard deviation	0.14	0.14	0.14	0.14				
		sample size	79	80	79	80				
	14f	mean	2.04	1.94	2.21	1.90	0.16	-0.03	0.19 ± 0.32	No
		standard deviation	0.11	0.11	0.10	0.10				
		sample size	81	83	81	83				
	14g	mean	1.48	1.82	1.63	1.62	0.14	-0.20	0.34 ± 0.24	Yes
		standard deviation	0.09	0.11	0.10	0.10				
		sample size	81	83	81	83				
	14h	mean	2.93	2.69	2.84	2.45	-0.09	-0.24	0.15 ± 0.36	No
		standard deviation	0.14	0.14	0.12	0.14				
		sample size	80	82	80	82				
	16a	mean	0.72	0.49	0.65	0.53	-0.07	0.04	-0.11 ± 0.19	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	73	78	73	78				
	16f	mean	0.49	0.30	0.45	0.36	-0.04	0.06	-0.09 ± 0.19	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	73	78	73	78				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	16S	mean standard deviation sample size	0.48 0.06 73	0.38 0.06 75	0.34 0.06 73	0.44 0.06 75	-0.15	0.06	-0.21 ± 0.19	Yes
	18a	mean standard deviation sample size	1.81 0.05 75	1.91 0.04 77	1.78 0.05 75	1.77 0.05 77	-0.03	-0.14	0.11 ± 0.17	No
	18b	mean standard deviation sample size	1.55 0.06 75	1.81 0.05 77	1.56 0.06 75	1.74 0.05 77	0.01	-0.07	0.07 ± 0.18	No
	18c	mean standard deviation sample size	1.44 0.06 75	1.71 0.06 77	1.47 0.06 75	1.71 0.06 77	0.03	-0.01	0.04 ± 0.20	No
	18d	mean standard deviation sample size	1.68 0.05 75	1.72 0.05 77	1.53 0.06 75	1.63 0.06 77	-0.15	-0.09	-0.06 ± 0.19	No
	18e	mean standard deviation sample size	1.50 0.06 75	1.61 0.06 77	1.46 0.06 75	1.65 0.06 77	-0.04	0.04	-0.08 ± 0.18	No
	18f	mean standard deviation sample size	1.75 0.05 75	1.93 0.03 77	1.67 0.06 75	1.88 0.04 77	-0.08	-0.05	-0.03 ± 0.18	No
	18g	mean standard deviation sample size	1.78 0.05 75	1.77 0.05 77	1.73 0.05 75	1.77 0.05 77	-0.06	0.00	-0.05 ± 0.16	No
	19a	mean standard deviation sample size	1.75 0.05 76	1.81 0.05 78	1.64 0.06 76	1.62 0.06 78	-0.11	-0.19	0.08 ± 0.18	No

Note: (1) adjusted for race, gender, and over-age differences between students

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	19b	mean	1.55	1.70	1.50	1.59	-0.05	-0.11	0.06 ± 0.21	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	76	78	76	78				
	19c	mean	1.53	1.62	1.56	1.57	0.03	-0.05	0.08 ± 0.19	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	76	78	76	78				
	19d	mean	1.64	1.69	1.53	1.55	-0.11	-0.14	0.03 ± 0.19	No
		standard deviation	0.06	0.05	0.06	0.06				
		sample size	76	78	76	78				
	19e	mean	1.46	1.59	1.50	1.48	0.04	-0.11	0.15 ± 0.20	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	76	78	76	78				
	19f	mean	1.81	1.87	1.75	1.77	-0.06	-0.10	0.04 ± 0.17	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	76	78	76	78				
	19g	mean	1.69	1.79	1.78	1.72	0.09	-0.08	0.16 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	76	78	76	78				
	20a	mean	1.75	1.63	2.04	1.71	0.29	0.08	0.21 ± 0.28	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	72	76	72	76				
	20b	mean	2.15	1.93	2.12	1.98	-0.02	0.05	-0.07 ± 0.29	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	71	78	71	78				
	20c	mean	2.16	2.02	2.21	2.07	0.05	0.06	-0.01 ± 0.31	No
		standard deviation	0.09	0.11	0.09	0.09				
		sample size	72	76	72	76				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	21a	mean	1.09	1.58	1.23	1.54	0.14	-0.04	0.18 ± 0.15	Yes
		standard deviation	0.04	0.08	0.05	0.07				
		sample size	70	54	70	54				
	21b	mean	1.19	1.33	1.29	1.35	0.09	0.03	0.07 ± 0.19	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	55	57	55	57				
	21c	mean	1.56	1.62	1.58	1.65	0.02	0.02	-0.01 ± 0.20	No
		standard deviation	0.07	0.07	0.07	0.07				
		sample size	64	56	64	56				
	21d	mean	1.56	1.68	1.66	1.57	0.11	-0.11	0.21 ± 0.22	No
		standard deviation	0.07	0.06	0.07	0.07				
		sample size	60	64	60	64				
	22a	mean	1.45	1.77	1.55	1.79	0.10	0.01	0.08 ± 0.32	No
		standard deviation	0.09	0.12	0.09	0.10				
		sample size	78	83	78	83				
	22b	mean	1.70	1.70	1.62	1.66	-0.08	-0.04	-0.04 ± 0.29	No
		standard deviation	0.11	0.11	0.10	0.10				
		sample size	78	83	78	83				
	22c	mean	2.44	2.60	2.41	2.71	-0.03	0.11	-0.14 ± 0.43	No
		standard deviation	0.14	0.14	0.13	0.13				
		sample size	78	82	78	82				
	22d	mean	2.31	2.50	2.04	2.36	-0.27	-0.14	-0.13 ± 0.50	No
		standard deviation	0.15	0.16	0.13	0.15				
		sample size	72	75	72	75				
	23a	mean	3.24	3.10	3.02	3.09	-0.22	-0.02	-0.21 ± 0.35	No
		standard deviation	0.11	0.12	0.12	0.12				
		sample size	79	83	79	83				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Broward County	23b	mean	1.49	1.74	1.32	1.61	-0.18	-0.13	-0.05 ± 0.31	No
		standard deviation	0.09	0.10	0.06	0.10				
		sample size	78	81	78	81				
	23c	mean	2.75	2.81	2.62	2.89	-0.13	0.08	-0.21 ± 0.36	No
		standard deviation	0.12	0.13	0.12	0.13				
		sample size	78	82	78	82				
	23d	mean	2.21	2.25	2.21	2.11	0.00	-0.13	0.13 ± 0.34	No
		standard deviation	0.11	0.12	0.11	0.12				
		sample size	78	79	78	79				
	23e	mean	3.03	3.00	2.88	3.08	-0.15	0.08	-0.23 ± 0.43	No
		standard deviation	0.13	0.13	0.14	0.13				
		sample size	77	80	77	80				
	24a	mean	3.45	3.68	3.62	3.61	0.17	-0.07	0.24 ± 0.34	No
		standard deviation	0.11	0.09	0.08	0.09				
		sample size	76	80	76	80				
	24b	mean	1.38	1.57	1.34	1.42	-0.03	-0.15	0.12 ± 0.38	No
		standard deviation	0.10	0.11	0.10	0.10				
		sample size	76	79	76	79				
	24c	mean	3.45	3.58	3.48	3.41	0.03	-0.17	0.20 ± 0.41	No
		standard deviation	0.11	0.11	0.11	0.12				
		sample size	76	80	76	80				
	24d	mean	1.76	2.05	1.56	1.80	-0.20	-0.24	0.04 ± 0.38	No
		standard deviation	0.12	0.13	0.10	0.11				
		sample size	73	80	73	80				
	24e	mean	3.42	3.25	3.08	3.38	-0.34	0.13	-0.47 ± 0.42	Yes
		standard deviation	0.13	0.13	0.16	0.11				
		sample size	71	80	71	80				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	discipline	mean	7.23	7.08	7.21	7.41	-0.01	0.33	-0.34 ± 0.67	No
		standard deviation	0.23	0.19	0.17	0.18				
		sample size	73	71	73	71				
	disruptions	mean	8.41	8.23	8.75	8.18	0.35	-0.05	0.40 ± 0.87	No
		standard deviation	0.27	0.23	0.21	0.26				
		sample size	68	74	68	74				
	teachers	mean	8.66	8.58	8.88	8.51	0.23	-0.07	0.30 ± 0.91	No
		standard deviation	0.31	0.39	0.30	0.33				
		sample size	65	72	65	72				
	26	mean	2.64	2.43	2.55	2.51	-0.09	0.08	-0.17 ± 0.37	No
		standard deviation	0.13	0.12	0.12	0.12				
		sample size	75	75	75	75				
	27	mean	4.91	4.46	4.74	4.58	-0.18	0.12	-0.30 ± 0.53	No
		standard deviation	0.13	0.20	0.16	0.19				
		sample size	77	76	77	76				
	28	mean	5.23	4.85	4.85	5.22	-0.38	0.36	-0.75 ± 0.79	No
		standard deviation	0.19	0.27	0.23	0.25				
		sample size	58	47	58	47				
	29	mean	1.14	1.06	1.12	1.09	-0.02	0.03	-0.05 ± 0.19	No
		standard deviation	0.06	0.04	0.06	0.07				
		sample size	58	46	58	46				
	30	mean	1.34	1.28	1.43	1.27	0.09	-0.01	0.10 ± 0.42	No
		standard deviation	0.11	0.10	0.11	0.11				
		sample size	57	40	57	40				
	31a	mean	1.78	1.50	1.74	1.62	-0.04	0.12	-0.16 ± 0.27	No
		standard deviation	0.10	0.10	0.11	0.10				
		sample size	64	63	64	63				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	31b	mean	2.11	1.91	2.08	2.10	-0.03	0.19	-0.22 ± 0.31	No
		standard deviation	*0.10*	*0.10*	*0.10*	*0.11*				
		sample size	73	66	73	66				
	31c	mean	1.45	1.17	1.40	1.35	-0.05	0.18	-0.23 ± 0.28	No
		standard deviation	0.09	0.07	0.09	0.11				
		sample size	62	55	62	55				
	31d	mean	1.49	1.41	1.66	1.66	0.17	0.26	-0.08 ± 0.35	No
		standard deviation	0.09	0.09	0.09	0.11				
		sample size	65	57	65	57				
	31e	mean	1.72	1.61	1.90	1.88	0.18	0.27	-0.10 ± 0.35	No
		standard deviation	0.10	0.09	0.09	0.10				
		sample size	70	60	70	60				
	31f	mean	1.94	1.94	1.96	2.09	0.02	0.15	-0.13 ± 0.37	No
		standard deviation	0.10	0.11	0.10	0.12				
		sample size	69	60	69	60				
	HSgrads	mean	2.84	3.00	2.97	2.59	0.12	-0.41	0.53 ± 0.79	No
		standard deviation	0.25	0.23	0.22	0.25				
		sample size	61	58	61	58				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: Gain Score Analysis Based On Second Follow-Up Unadjusted Data: 1990–91 Student Cohorts

Project	**Measure**	**Statistic**[1]	**Baseline** T	**Baseline** C	**Follow-up** T	**Follow-up** C	**Gain** T	**Gain** C	**95% CI for the Difference (T – C)**	**Statistically Significant ?**
Portland	absences	mean	7.05	1.29	5.16	6.57	-1.90	5.28	-7.18 ± 2.39	Yes
		standard deviation	0.90	0.44	0.79	0.92				
		sample size	90	75	90	75				
	grades	mean	2.85	2.78	2.17	2.07	-0.69	-0.71	0.02 ± 0.37	No
		standard deviation	0.07	0.08	0.14	0.13				
		sample size	97	85	97	85				
	7	mean	1.85	1.44	1.70	1.91	-0.15	0.47	-0.62 ± 0.40	Yes
		standard deviation	0.14	0.11	0.13	0.15				
		sample size	68	75	68	75				
	8a	mean	2.66	1.28	2.13	1.82	-0.53	0.54	-1.07 ± 1.57	No
		standard deviation	0.73	0.32	0.45	0.44				
		sample size	53	67	53	67				
	self esteem	mean	17.55	17.75	12.35	13.93	-5.20	-3.82	-1.38 ± 2.51	No
		standard deviation	0.35	0.29	0.94	0.85				
		sample size	90	93	90	93				
	14a	mean	1.24	1.21	1.34	1.20	0.10	-0.01	0.11 ± 0.24	No
		standard deviation	0.08	0.06	0.09	0.06				
		sample size	67	74	67	74				
	14b	mean	1.49	1.46	1.64	1.52	0.15	0.06	0.09 ± 0.32	No
		standard deviation	0.09	0.09	0.10	0.08				
		sample size	67	72	67	72				
	14c	mean	1.80	1.74	1.89	1.78	0.08	0.04	0.04 ± 0.32	No
		standard deviation	0.11	0.10	0.11	0.10				
		sample size	67	71	67	71				
	14d	mean	1.44	1.37	2.12	1.61	0.67	0.24	0.44 ± 0.36	Yes
		standard deviation	0.11	0.10	0.14	0.09				
		sample size	59	72	59	72				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Portland	14e	mean	2.22	2.62	2.81	2.75	0.58	0.13	0.46 ± 0.36	Yes
		standard deviation	0.15	0.15	0.14	0.15				
		sample size	67	71	67	71				
	14f	mean	1.79	1.57	2.05	1.76	0.26	0.19	0.07 ± 0.35	No
		standard deviation	0.12	0.10	0.11	0.10				
		sample size	67	73	67	73				
	14g	mean	1.49	1.66	1.58	1.59	0.09	-0.07	0.16 ± 0.25	No
		standard deviation	0.08	0.11	0.11	0.09				
		sample size	65	72	65	72				
	14h	mean	3.19	2.70	3.39	3.03	0.21	0.33	-0.13 ± 0.35	No
		standard deviation	0.14	0.15	0.13	0.14				
		sample size	66	73	66	73				
	16a	mean	0.29	0.25	0.28	0.67	-0.00	0.41	-0.42 ± 0.23	Yes
		standard deviation	0.06	0.05	0.06	0.06				
		sample size	63	71	63	71				
	16f	mean	0.23	0.14	0.45	0.55	0.22	0.41	-0.19 ± 0.21	No
		standard deviation	0.06	0.04	0.07	0.06				
		sample size	63	71	63	71				
	16b	mean	0.36	0.44	0.35	0.43	-0.01	-0.02	0.01 ± 0.18	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	63	71	63	71				
	18a	mean	1.94	1.88	1.87	1.82	-0.07	-0.06	-0.01 ± 0.15	No
		standard deviation	0.03	0.04	0.04	0.05				
		sample size	66	67	66	67				
	18b	mean	1.89	1.82	1.72	1.74	-0.16	-0.08	-0.09 ± 0.18	No
		standard deviation	0.04	0.05	0.06	0.06				
		sample size	66	67	66	67				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Portland	18c	mean	1.83	1.79	1.54	1.64	-0.29	-0.15	-0.14 ± 0.21	No
		standard deviation	0.05	0.05	0.07	0.06				
		sample size	66	67	66	67				
	18d	mean	1.73	1.85	1.69	1.54	-0.04	-0.31	0.27 ± 0.20	Yes
		standard deviation	0.06	0.05	0.06	0.06				
		sample size	66	67	66	67				
	18e	mean	1.58	1.64	1.50	1.64	-0.07	0.00	-0.08 ± 0.23	No
		standard deviation	0.06	0.06	0.07	0.06				
		sample size	66	67	66	67				
	18f	mean	1.87	1.90	1.80	1.93	-0.08	0.04	-0.12 ± 0.13	No
		standard deviation	0.04	0.04	0.05	0.03				
		sample size	66	67	66	67				
	18g	mean	1.87	1.85	1.75	1.72	-0.12	-0.12	0.00 ± 0.17	No
		standard deviation	0.04	0.05	0.06	0.06				
		sample size	66	67	66	67				
	19a	mean	1.87	1.88	1.73	1.65	-0.14	-0.23	0.09 ± 0.19	No
		standard deviation	0.04	0.04	0.06	0.06				
		sample size	66	70	66	70				
	19b	mean	1.68	1.73	1.60	1.58	-0.08	-0.15	0.07 ± 0.21	No
		standard deviation	0.06	0.06	0.07	0.06				
		sample size	66	70	66	70				
	19c	mean	1.77	1.74	1.60	1.54	-0.17	-0.20	0.03 ± 0.21	No
		standard deviation	0.05	0.05	0.06	0.06				
		sample size	66	70	66	70				
	19d	mean	1.77	1.71	1.72	1.52	-0.05	-0.18	0.13 ± 0.22	No
		standard deviation	0.05	0.06	0.06	0.06				
		sample size	66	70	66	70				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	19e	mean	1.59	1.59	1.59	1.38	0.01	-0.21	0.22 ± 0.21	Yes
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	66	70	66	70				
	19f	mean	1.87	1.81	1.86	1.84	-0.02	0.03	-0.05 ± 0.15	No
		standard deviation	0.04	0.05	0.04	0.04				
		sample size	66	70	66	70				
	19g	mean	1.88	1.77	1.71	1.66	-0.17	-0.11	-0.06 ± 0.21	No
		standard deviation	0.04	0.05	0.06	0.06				
		sample size	66	70	66	70				
	20a	mean	1.67	1.81	1.74	2.16	0.07	0.35	-0.28 ± 0.35	No
		standard deviation	0.10	0.10	0.10	0.09				
		sample size	66	71	66	71				
	20b	mean	1.91	2.09	1.88	2.38	-0.04	0.29	-0.33 ± 0.34	No
		standard deviation	0.10	0.09	0.10	0.09				
		sample size	64	71	64	71				
	20c	mean	2.15	2.35	2.05	2.49	-0.10	0.13	-0.23 ± 0.34	No
		standard deviation	0.10	0.09	0.11	0.08				
		sample size	66	72	66	72				
	21a	mean	1.84	1.56	1.53	1.44	-0.30	-0.11	-0.19 ± 0.28	No
		standard deviation	0.07	0.08	0.10	0.08				
		sample size	36	47	36	47				
	21b	mean	1.60	1.60	1.32	1.19	-0.28	-0.41	0.13 ± 0.24	No
		standard deviation	0.07	0.08	0.07	0.06				
		sample size	47	47	47	47				
	21c	mean	1.56	1.51	1.65	1.62	0.09	0.10	-0.01 ± 0.27	No
		standard deviation	0.07	0.07	0.08	0.07				
		sample size	49	59	49	59				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Portland	21d	mean	1.76	1.86	1.44	1.38	-0.33	-0.48	0.15 ± 0.25	No
		standard deviation	0.07	0.05	0.08	0.06				
		sample size	45	65	45	65				
	22a	mean	1.55	1.32	2.06	1.59	0.50	0.27	0.23 ± 0.39	No
		standard deviation	0.11	0.10	0.13	0.10				
		sample size	66	72	66	72				
	22b	mean	1.71	1.52	1.69	1.55	-0.03	0.03	-0.05 ± 0.33	No
		standard deviation	0.12	0.09	0.12	0.11				
		sample size	66	71	66	71				
	22c	mean	2.67	2.49	2.87	2.59	0.20	0.11	0.10 ± 0.47	No
		standard deviation	0.15	0.15	0.14	0.14				
		sample size	65	70	65	70				
	22d	mean	2.52	2.21	2.41	1.86	-0.11	-0.36	0.25 ± 0.50	No
		standard deviation	0.15	0.16	0.15	0.14				
		sample size	66	71	66	71				
	23a	mean	3.10	3.09	2.49	2.68	-0.61	-0.41	-0.20 ± 0.41	No
		standard deviation	0.14	0.13	0.13	0.12				
		sample size	66	72	66	72				
	23b	mean	1.49	1.53	1.78	1.63	0.29	0.10	0.19 ± 0.32	No
		standard deviation	0.11	0.10	0.11	0.10				
		sample size	66	71	66	71				
	23c	mean	2.79	2.80	2.40	2.46	-0.39	-0.34	-0.05 ± 0.43	No
		standard deviation	0.16	0.15	0.13	0.13				
		sample size	68	71	68	71				
	23d	mean	2.12	1.90	2.62	2.26	0.50	0.36	0.15 ± 0.38	No
		standard deviation	0.15	0.12	0.12	0.14				
		sample size	66	71	66	71				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Portland	23e	mean	3.04	3.05	2.39	2.75	-0.65	-0.30	-0.35 ± 0.47	No
		standard deviation	0.14	0.13	0.12	0.13				
		sample size	67	72	67	72				
	24a	mean	3.69	3.48	3.29	3.72	-0.40	0.25	-0.65 ± 0.40	Yes
		standard deviation	0.09	0.13	0.13	0.09				
		sample size	64	70	64	70				
	24b	mean	1.18	1.18	1.32	1.11	0.14	-0.07	0.21 ± 0.24	No
		standard deviation	0.07	0.06	0.09	0.07				
		sample size	63	69	63	69				
	24c	mean	3.64	3.57	3.14	3.78	-0.50	0.21	-0.72 ± 0.38	Yes
		standard deviation	0.11	0.11	0.14	0.08				
		sample size	63	68	63	68				
	24d	mean	1.57	1.49	1.69	1.36	0.12	-0.13	0.24 ± 0.36	No
		standard deviation	0.11	0.12	0.13	0.10				
		sample size	64	70	64	70				
	24e	mean	3.27	3.42	3.05	3.50	-0.22	0.08	-0.30 ± 0.43	No
		standard deviation	0.14	0.13	0.13	0.12				
		sample size	65	70	65	70				
	discipline	mean	6.87	6.97	7.29	7.55	0.42	0.58	-0.16 ± 0.72	No
		standard deviation	0.19	0.20	0.20	0.18				
		sample size	64	67	64	67				
	disruptions	mean	7.88	7.64	8.52	8.04	0.64	0.40	0.24 ± 0.86	No
		standard deviation	0.26	0.25	0.22	0.21				
		sample size	58	64	58	64				
	teachers	mean	7.72	7.84	9.08	8.77	1.36	0.93	0.43 ± 1.05	No
		standard deviation	0.38	0.27	0.38	0.33				
		sample size	61	64	61	64				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	26	mean	2.46	2.45	2.60	2.80	0.13	0.36	-0.22 ± 0.37	No
		standard deviation	0.13	0.11	0.14	0.11				
		sample size	66	73	66	73				
	27	mean	4.53	4.78	4.27	4.60	-0.26	-0.18	-0.07 ± 0.51	No
		standard deviation	0.19	0.18	0.19	0.17				
		sample size	67	73	67	73				
	28	mean	5.31	5.43	4.94	5.42	-0.37	-0.01	-0.36 ± 0.58	No
		standard deviation	0.23	0.18	0.20	0.16				
		sample size	45	61	45	61				
	29	mean	1.25	1.05	1.20	1.11	-0.05	0.06	-0.11 ± 0.19	No
		standard deviation	0.11	0.03	0.07	0.05				
		sample size	41	61	41	61				
	30	mean	1.46	1.37	1.41	1.44	-0.05	0.07	-0.12 ± 0.33	No
		standard deviation	0.09	0.08	0.11	0.09				
		sample size	40	60	40	60				
	31a	mean	1.60	1.68	1.71	1.75	0.11	0.07	0.04 ± 0.33	No
		standard deviation	0.11	0.10	0.11	0.10				
		sample size	61	72	61	72				
	31b	mean	1.95	2.09	1.99	2.10	0.05	0.01	0.04 ± 0.31	No
		standard deviation	0.10	0.10	0.09	0.10				
		sample size	62	72	62	72				
	31c	mean	1.16	1.09	1.26	1.23	0.10	0.13	-0.03 ± 0.23	No
		standard deviation	0.07	0.05	0.08	0.06				
		sample size	59	69	59	69				
	31d	mean	1.32	1.29	1.44	1.44	0.13	0.15	-0.03 ± 0.29	No
		standard deviation	0.09	0.07	0.09	0.07				
		sample size	58	71	58	71				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Portland	31e	mean	1.61	1.73	1.59	1.79	-0.02	0.06	-0.08 ± 0.31	No
		standard deviation	0.10	0.10	0.09	0.09				
		sample size	59	71	59	71				
	31f	mean	1.71	1.72	1.78	1.99	0.07	0.26	-0.20 ± 0.33	No
		standard deviation	0.11	0.10	0.09	0.09				
		sample size	59	70	59	70				
	HS grads	mean	2.85	2.72	2.90	2.83	0.05	0.11	-0.06 ± 0.64	No
		standard deviation	0.24	0.19	0.23	0.21				
		sample size	53	72	53	72				
Broward County	absences	mean	3.12	3.41	8.56	7.99	5.43	4.59	0.85 ± 2.73	No
		standard deviation	0.62	0.50	1.09	1.06				
		sample size	72	73	72	73				
	grades	mean	2.72	2.75	2.28	2.45	-0.45	-0.30	-0.15 ± 0.28	No
		standard deviation	0.07	0.09	0.10	0.11				
		sample size	81	81	81	81				
	7	mean	1.55	1.35	1.43	1.45	-0.11	0.09	-0.21 ± 0.42	No
		standard deviation	0.12	0.13	0.12	0.11				
		sample size	66	57	66	57				
	8a	mean	2.76	1.09	0.93	1.31	-1.82	0.22	-2.05 ± 2.67	No
		standard deviation	1.04	0.50	0.47	0.45				
		sample size	62	51	62	51				
	self esteem	mean	16.59	15.83	15.60	12.78	-0.99	-3.05	2.06 ± 2.64	No
		standard deviation	0.62	0.64	0.84	0.91				
		sample size	75	82	75	82				
	14a	mean	1.26	1.34	1.35	1.45	0.09	0.11	-0.02 ± 0.28	No
		standard deviation	0.07	0.08	0.07	0.09				
		sample size	72	62	72	62				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Broward County	14b	mean	1.96	1.64	2.13	1.98	0.16	0.33	-0.17 ± 0.39	No
		standard deviation	0.13	0.11	0.13	0.11				
		sample size	62	61	62	61				
	14c	mean	1.95	1.93	1.82	1.97	-0.13	0.04	-0.17 ± 0.39	No
		standard deviation	0.11	0.13	0.10	0.12				
		sample size	72	62	72	62				
	14d	mean	1.42	1.50	1.63	1.71	0.22	0.20	0.01 ± 0.43	No
		standard deviation	0.09	0.11	0.11	0.14				
		sample size	70	55	70	55				
	14e	mean	2.44	2.35	2.50	2.52	0.06	0.17	-0.11 ± 0.46	No
		standard deviation	0.15	0.17	0.14	0.16				
		sample size	70	58	70	58				
	14f	mean	2.06	1.96	2.22	2.04	0.15	0.08	0.07 ± 0.39	No
		standard deviation	0.11	0.13	0.12	0.13				
		sample size	72	62	72	62				
	14g	mean	1.41	1.81	1.53	1.68	0.12	-0.13	0.25 ± 0.32	No
		standard deviation	0.09	0.13	0.09	0.09				
		sample size	72	62	72	62				
	14h	mean	2.90	2.70	2.94	2.68	0.04	-0.02	0.05 ± 0.48	No
		standard deviation	0.15	0.16	0.13	0.15				
		sample size	71	61	71	61				
	16a	mean	0.70	0.51	0.45	0.37	-0.25	-0.14	-0.11 ± 0.23	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	69	56	69	56				
	16f	mean	0.51	0.27	0.40	0.36	-0.11	0.09	-0.20 ± 0.21	No
		standard deviation	0.06	0.06	0.06	0.07				
		sample size	69	56	69	56				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	16S	mean	0.47	0.48	0.33	0.50	-0.14	0.03	-0.17 ± 0.23	No
		standard deviation	0.06	0.07	0.05	0.07				
		sample size	69	56	69	56				
	18a	mean	1.81	1.89	1.65	1.67	-0.15	-0.22	0.06 ± 0.19	No
		standard deviation	0.05	0.05	0.06	0.07				
		sample size	70	60	70	60				
	18b	mean	1.59	1.80	1.49	1.64	-0.09	-0.16	0.06 ± 0.21	No
		standard deviation	0.05	0.06	0.06	0.06				
		sample size	70	60	70	60				
	18c	mean	1.44	1.72	1.47	1.63	0.04	-0.09	0.13 ± 0.26	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	70	60	70	60				
	18d	mean	1.67	1.70	1.62	1.48	-0.05	-0.22	0.17 ± 0.24	No
		standard deviation	0.05	0.06	0.06	0.07				
		sample size	70	60	70	60				
	18e	mean	1.49	1.61	1.49	1.63	0.00	0.02	-0.01 ± 0.22	No
		standard deviation	0.07	0.07	0.06	0.06				
		sample size	70	60	70	60				
	18f	mean	1.74	1.88	1.83	1.84	0.09	-0.05	0.13 ± 0.19	No
		standard deviation	0.06	0.05	0.05	0.05				
		sample size	70	60	70	60				
	18g	mean	1.81	1.82	1.71	1.86	-0.09	0.05	-0.14 ± 0.21	No
		standard deviation	0.05	0.06	0.06	0.05				
		sample size	70	60	70	60				
	19a	mean	1.74	1.68	1.59	1.47	-0.15	-0.21	0.06 ± 0.23	No
		standard deviation	0.06	0.06	0.06	0.07				
		sample size	70	59	70	59				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Broward County	19b	mean	1.56	1.59	1.44	1.48	-0.11	-0.11	-0.00 ± 0.24	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	70	59	70	59				
	19c	mean	1.53	1.62	1.48	1.58	-0.04	-0.03	-0.01 ± 0.22	No
		standard deviation	0.06	0.07	0.07	0.07				
		sample size	70	59	70	59				
	19d	mean	1.64	1.65	1.52	1.44	-0.12	-0.21	0.10 ± 0.27	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	70	59	70	59				
	19e	mean	1.48	1.53	1.52	1.46	0.03	-0.07	0.10 ± 0.24	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	70	59	70	59				
	19f	mean	1.81	1.82	1.71	1.82	-0.10	0.00	-0.10 ± 0.20	No
		standard deviation	0.05	0.06	0.06	0.06				
		sample size	70	59	70	59				
	19g	mean	1.71	1.82	1.68	1.80	-0.02	-0.02	0.00 ± 0.21	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	70	59	70	59				
	20a	mean	1.75	1.64	2.02	1.86	0.26	0.22	0.04 ± 0.35	No
		standard deviation	0.10	0.11	0.10	0.10				
		sample size	69	59	69	59				
	20b	mean	2.16	2.02	2.06	1.97	-0.11	-0.06	-0.05 ± 0.35	No
		standard deviation	0.09	0.11	0.09	0.10				
		sample size	69	60	69	60				
	20c	mean	2.17	2.13	2.16	2.14	-0.01	0.01	-0.02 ± 0.38	No
		standard deviation	0.09	0.12	0.10	0.11				
		sample size	69	59	69	59				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

			Baseline		Follow-up		Gain		95% CI for the	Statistically
Project	Measure	Statistic[1]	T	C	T	C	T	C	Difference (T – C)	Significant?
Broward County	21a	mean	1.08	1.58	1.49	1.64	0.41	0.07	0.34 ± 0.24	Yes
		standard deviation	0.04	0.08	0.08	0.08				
		sample size	53	46	53	46				
	21b	mean	1.21	1.30	1.32	1.43	0.11	0.13	-0.02 ± 0.24	No
		standard deviation	0.06	0.08	0.07	0.08				
		sample size	56	47	56	47				
	21c	mean	1.50	1.62	1.64	1.74	0.13	0.12	0.02 ± 0.27	No
		standard deviation	0.07	0.08	0.07	0.07				
		sample size	63	47	63	47				
	21d	mean	1.56	1.65	1.64	1.57	0.07	-0.08	0.16 ± 0.24	No
		standard deviation	0.08	0.07	0.07	0.08				
		sample size	55	52	55	52				
	22a	mean	1.48	1.63	1.89	1.85	0.41	0.22	0.19 ± 0.38	No
		standard deviation	0.09	0.12	0.13	0.10				
		sample size	71	61	71	61				
	22b	mean	1.67	1.61	1.64	1.52	-0.03	-0.08	0.06 ± 0.39	No
		standard deviation	0.11	0.12	0.10	0.10				
		sample size	71	62	71	62				
	22c	mean	2.51	2.44	2.62	2.57	0.11	0.14	-0.02 ± 0.57	No
		standard deviation	0.15	0.16	0.14	0.15				
		sample size	71	63	71	63				
	22d	mean	2.29	2.34	2.17	2.00	-0.12	-0.33	0.21 ± 0.61	No
		standard deviation	0.16	0.18	0.15	0.15				
		sample size	66	58	66	58				
	23a	mean	3.26	3.28	2.82	2.81	-0.45	-0.47	0.03 ± 0.41	No
		standard deviation	0.12	0.14	0.13	0.16				
		sample size	72	62	72	62				

Note: (1) adjusted for race, gender, and over-age differences between students.

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Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	23b	mean	1.50	1.64	1.67	1.63	0.17	-0.01	0.19 ± 0.39	No
		standard deviation	0.09	0.13	0.11	0.11				
		sample size	71	60	71	60				
	23c	mean	2.78	2.83	2.66	2.63	-0.12	-0.21	0.09 ± 0.42	No
		standard deviation	0.13	0.15	0.13	0.15				
		sample size	72	61	72	61				
	23d	mean	2.24	2.24	2.36	2.43	0.12	0.19	-0.07 ± 0.38	No
		standard deviation	0.13	0.14	0.12	0.14				
		sample size	71	61	71	61				
	23e	mean	3.00	3.10	2.83	2.77	-0.17	-0.33	0.16 ± 0.48	No
		standard deviation	0.13	0.15	0.13	0.16				
		sample size	70	61	70	61				
	24a	mean	3.40	3.61	3.44	3.53	0.04	-0.09	0.13 ± 0.40	No
		standard deviation	0.12	0.11	0.12	0.13				
		sample size	70	62	70	62				
	24b	mean	1.37	1.67	1.60	1.29	0.23	-0.39	0.62 ± 0.42	Yes
		standard deviation	0.11	0.14	0.11	0.10				
		sample size	68	61	68	61				
	24c	mean	3.47	3.42	3.28	3.52	-0.19	0.10	-0.29 ± 0.46	No
		standard deviation	0.11	0.12	0.12	0.13				
		sample size	70	61	70	61				
	24d	mean	1.80	2.13	1.78	1.77	-0.01	-0.37	0.36 ± 0.51	No
		standard deviation	0.13	0.14	0.13	0.10				
		sample size	68	59	68	59				
	24e	mean	3.35	3.22	3.22	3.13	-0.13	-0.09	-0.04 ± 0.56	No
		standard deviation	0.14	0.15	0.14	0.15				
		sample size	70	62	70	62				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Broward County	discipline	mean	7.35	6.99	7.51	7.42	0.16	0.43	-0.27 ± 0.87	No
		standard deviation	0.25	0.23	0.16	0.27				
		sample size	66	52	66	52				
	disruptions	mean	8.38	8.32	8.24	8.01	-0.15	-0.31	0.16 ± 0.96	No
		standard deviation	0.31	0.29	0.27	0.31				
		sample size	52	49	52	49				
	teachers	mean	8.65	8.06	8.95	8.18	0.30	0.11	0.19 ± 1.16	No
		standard deviation	0.32	0.37	0.34	0.39				
		sample size	61	55	61	55				
	26	mean	2.59	2.43	2.56	2.40	-0.03	-0.02	-0.01 ± 0.42	No
		standard deviation	0.13	0.14	0.12	0.13				
		sample size	72	57	72	57				
	27	mean	4.89	4.47	4.74	4.95	-0.15	0.48	-0.63 ± 0.68	No
		standard deviation	0.13	0.25	0.19	0.20				
		sample size	72	57	72	57				
	28	mean	5.03	4.71	5.10	5.26	0.08	0.55	-0.47 ± 0.99	No
		standard deviation	0.20	0.39	0.23	0.26				
		sample size	50	34	50	34				
	29	mean	1.13	1.10	1.11	1.05	-0.02	-0.05	0.04 ± 0.27	No
		standard deviation	0.07	0.06	0.06	0.05				
		sample size	47	32	47	32				
	30	mean	1.21	1.40	1.17	1.15	-0.04	-0.25	0.21 ± 0.39	No
		standard deviation	0.09	0.13	0.08	0.10				
		sample size	48	28	48	28				
	31a	mean	1.80	1.55	1.67	1.68	-0.14	0.13	-0.27 ± 0.35	No
		standard deviation	0.10	0.11	0.09	0.12				
		sample size	61	49	61	49				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	31b	mean	2.08	1.92	2.25	2.21	0.18	0.29	-0.11 ± 0.33	No
		standard deviation	0.10	0.12	0.08	0.12				
		sample size	71	50	71	50				
	31c	mean	1.38	1.20	1.29	1.39	-0.09	0.19	-0.29 ± 0.33	No
		standard deviation	0.09	0.09	0.07	0.11				
		sample size	59	45	59	45				
	31d	mean	1.49	1.47	1.74	1.57	0.26	0.10	0.16 ± 0.35	No
		standard deviation	0.09	0.11	0.10	0.11				
		sample size	62	48	62	48				
	31e	mean	1.76	1.61	2.00	1.81	0.25	0.20	0.04 ± 0.39	No
		standard deviation	0.10	0.11	0.10	0.10				
		sample size	66	49	66	49				
	31f	mean	1.93	1.78	2.13	2.22	0.20	0.44	-0.24 ± 0.39	No
		standard deviation	0.10	0.11	0.10	0.11				
		sample size	66	50	66	50				
	HS grads	mean	2.63	3.00	2.85	2.26	0.22	-0.74	0.97 ± 0.94	Yes
		standard deviation	0.30	0.25	0.24	0.22				
		sample size	50	42	50	42				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: Pre-Treatment Differences Based on Adjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	absences	mean	6.89	1.46	5.43 ± 1.88	Yes
		standard deviation	0.87	0.46		
		sample size	100	103		
	grades	mean	2.85	2.76	0.10 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	100	103		
	suspensions	mean	1.00	1.00	0.00 ± 0.00	Yes
		standard deviation	0.00	0.00		
		sample size	100	103		
	7	mean	1.82	1.54	0.28 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	100	103		
	8a	mean	2.04	1.14	0.90 ± 0.97	No
		standard deviation	0.42	0.29		
		sample size	100	103		
	self esteem	mean	17.99	17.90	0.09 ± 0.54	No
		standard deviation	0.20	0.19		
		sample size	100	103		
	14a	mean	1.25	1.19	0.06 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	100	103		
	14b	mean	1.51	1.58	-0.08 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	100	103		
	14c	mean	1.80	1.80	-0.01 ± 0.24	No
		standard deviation	0.09	0.09		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	14d	mean	1.48	1.41	0.07 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	100	103		
	14e	mean	2.30	2.57	-0.27 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	100	103		
	14f	mean	1.86	1.57	0.30 ± 0.24	Yes
		standard deviation	0.09	0.09		
		sample size	100	103		
	14g	mean	1.57	1.63	-0.06 ± 0.23	No
		standard deviation	0.08	0.09		
		sample size	100	103		
	14h	mean	3.04	2.85	0.19 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	100	103		
	16a	mean	0.30	0.24	0.07 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	100	103		
	16f	mean	0.27	0.17	0.09 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	100	103		
	16s	mean	0.40	0.42	-0.02 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	103		
	18a	mean	1.95	1.90	0.05 ± 0.07	No
		standard deviation	0.02	0.03		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	18b	mean	1.90	1.84	0.06 ± 0.09	No
		standard deviation	0.03	0.04		
		sample size	100	103		
	18c	mean	1.80	1.74	0.06 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	100	103		
	18d	mean	1.71	1.81	-0.10 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	100	103		
	18e	mean	1.64	1.69	-0.05 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	100	103		
	18f	mean	1.83	1.88	-0.05 ± 0.10	No
		standard deviation	0.04	0.03		
		sample size	100	103		
	18g	mean	1.84	1.81	0.03 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	100	103		
	19a	mean	1.90	1.87	0.03 ± 0.08	No
		standard deviation	0.03	0.03		
		sample size	100	103		
	19b	mean	1.70	1.78	-0.08 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	100	103		
	19c	mean	1.76	1.76	0.00 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	19d	mean	1.76	1.73	0.03 ± 0.12	No
		standard deviation	0.04	0.05		
		sample size	100	103		
	19e	mean	1.61	1.57	0.03 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	103		
	19f	mean	1.87	1.83	0.04 ± 0.10	No
		standard deviation	0.03	0.04		
		sample size	100	103		
	19g	mean	1.85	1.77	0.09 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	100	103		
	20a	mean	1.57	1.80	-0.23 ± 0.21	Yes
		standard deviation	0.08	0.08		
		sample size	100	103		
	20b	mean	1.89	2.06	-0.18 ± 0.21	No
		standard deviation	0.08	0.08		
		sample size	100	103		
	20c	mean	2.20	2.36	-0.16 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	100	103		
	21a	mean	1.70	1.56	0.15 ± 0.13	Yes
		standard deviation	0.05	0.05		
		sample size	100	103		
	21b	mean	1.59	1.55	0.04 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	21c	mean	1.53	1.48	0.05 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	103		
	21d	mean	1.78	1.83	-0.05 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	100	103		
	22a	mean	1.55	1.36	0.19 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	100	103		
	22b	mean	1.67	1.51	0.16 ± 0.23	No
		standard deviation	0.09	0.08		
		sample size	100	103		
	22c	mean	2.61	2.52	0.09 ± 0.34	No
		standard deviation	0.13	0.12		
		sample size	100	103		
	22d	mean	2.36	2.15	0.21 ± 0.35	No
		standard deviation	0.13	0.13		
		sample size	100	103		
	23a	mean	3.06	3.03	0.03 ± 0.31	No
		standard deviation	0.12	0.11		
		sample size	100	103		
	23b	mean	1.56	1.55	0.00 ± 0.24	No
		standard deviation	0.09	0.09		
		sample size	100	103		
	23c	mean	2.78	2.87	-0.09 ± 0.33	No
		standard deviation	0.13	0.12		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	23d	mean	2.15	1.93	0.22 ± 0.31	No
		standard deviation	0.12	0.11		
		sample size	100	103		
	23e	mean	2.97	2.96	0.02 ± 0.30	No
		standard deviation	0.11	0.11		
		sample size	100	103		
	24a	mean	3.67	3.51	0.16 ± 0.24	No
		standard deviation	0.08	0.10		
		sample size	100	103		
	24b	mean	1.23	1.23	-0.00 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	100	103		
	24c	mean	3.68	3.57	0.10 ± 0.23	No
		standard deviation	0.08	0.09		
		sample size	100	103		
	24d	mean	1.51	1.41	0.09 ± 0.23	No
		standard deviation	0.08	0.09		
		sample size	100	103		
	24e	mean	3.30	3.47	-0.17 ± 0.28	No
		standard deviation	0.11	0.10		
		sample size	100	103		
	discipline	mean	6.92	6.91	0.00 ± 0.42	No
		standard deviation	0.14	0.17		
		sample size	100	103		
	disruptions	mean	7.67	7.82	-0.15 ± 0.51	No
		standard deviation	0.19	0.19		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	teachers	mean	7.70	7.83	-0.13 ± 0.65	No
		standard deviation	0.26	0.22		
		sample size	100	103		
	26	mean	2.49	2.45	0.04 ± 0.28	No
		standard deviation	0.11	0.10		
		sample size	100	103		
	27	mean	4.73	4.84	-0.11 ± 0.38	No
		standard deviation	0.14	0.14		
		sample size	100	103		
	28	mean	5.35	5.44	-0.09 ± 0.36	No
		standard deviation	0.13	0.13		
		sample size	100	103		
	29	mean	1.17	1.07	0.10 ± 0.10	No
		standard deviation	0.05	0.03		
		sample size	100	103		
	30	mean	1.36	1.42	-0.06 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	100	103		
	31a	mean	1.62	1.67	-0.05 ± 0.23	No
		standard deviation	0.09	0.08		
		sample size	100	103		
	31b	mean	1.97	2.06	-0.09 ± 0.23	No
		standard deviation	0.08	0.09		
		sample size	100	103		
	31c	mean	1.20	1.13	0.07 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	100	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Portland	31d	mean	1.28	1.30	-0.02 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	100	103		
	31e	mean	1.55	1.68	-0.13 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	100	103		
	31f	mean	1.62	1.71	-0.09 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	100	103		
	HS grads	mean	2.67	2.63	0.04 ± 0.46	No
		standard deviation	0.17	0.16		
		sample size	100	103		
Broward County	absences	mean	3.24	3.80	-0.55 ± 1.42	No
		standard deviation	0.57	0.47		
		sample size	91	114		
	grades	mean	2.77	2.72	0.05 ± 0.20	No
		standard deviation	0.07	0.08		
		sample size	91	114		
	suspensions	mean	1.00	1.00	0.00 ± 0.00	Yes
		standard deviation	0.00	0.00		
		sample size	91	114		
	7	mean	1.51	1.32	0.19 ± 0.23	No
		standard deviation	0.09	0.07		
		sample size	91	114		
	8a	mean	2.77	0.87	1.90 ± 2.06	No
		standard deviation	1.08	0.39		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	self esteem	mean	17.91	17.64	0.28 ± 0.48	No
		standard deviation	0.19	0.16		
		sample size	91	114		
	14a	mean	1.26	1.35	-0.09 ± 0.16	No
		standard deviation	0.06	0.06		
		sample size	91	114		
	14b	mean	1.96	1.78	0.18 ± 0.26	No
		standard deviation	0.11	0.08		
		sample size	91	114		
	14c	mean	1.92	1.95	-0.03 ± 0.26	No
		standard deviation	0.10	0.09		
		sample size	91	114		
	14d	mean	1.45	1.59	-0.14 ± 0.20	No
		standard deviation	0.08	0.07		
		sample size	91	114		
	14e	mean	2.58	2.63	-0.05 ± 0.33	No
		standard deviation	0.13	0.11		
		sample size	91	114		
	14f	mean	2.05	1.90	0.15 ± 0.26	No
		standard deviation	0.10	0.09		
		sample size	91	114		
	14g	mean	1.49	1.76	-0.27 ± 0.24	Yes
		standard deviation	0.08	0.09		
		sample size	91	114		
	14h	mean	2.99	2.74	0.25 ± 0.34	No
		standard deviation	0.13	0.12		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	16a	mean	0.67	0.52	0.15 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	91	114		
	16f	mean	0.44	0.29	0.15 ± 0.13	Yes
		standard deviation	0.05	0.04		
		sample size	91	114		
	16s	mean	0.46	0.41	0.05 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	18a	mean	1.81	1.86	-0.05 ± 0.11	No
		standard deviation	0.04	0.03		
		sample size	91	114		
	18b	mean	1.58	1.77	-0.19 ± 0.13	Yes
		standard deviation	0.05	0.04		
		sample size	91	114		
	18c	mean	1.44	1.63	-0.18 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	91	114		
	18d	mean	1.64	1.68	-0.03 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	18e	mean	1.53	1.59	-0.06 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	91	114		
	18f	mean	1.73	1.87	-0.14 ± 0.11	Yes
		standard deviation	0.05	0.03		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	18g	mean	1.77	1.75	0.02 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	91	114		
	19a	mean	1.75	1.70	0.06 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	19b	mean	1.57	1.63	-0.06 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	19c	mean	1.54	1.56	-0.02 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	19d	mean	1.62	1.69	-0.07 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	19e	mean	1.48	1.54	-0.06 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	91	114		
	19f	mean	1.82	1.87	-0.05 ± 0.11	No
		standard deviation	0.04	0.03		
		sample size	91	114		
	19g	mean	1.72	1.76	-0.04 ± 0.13	No
		standard deviation	0.05	0.04		
		sample size	91	114		
	20a	mean	1.79	1.65	0.13 ± 0.21	No
		standard deviation	0.08	0.07		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	20b	mean	2.20	1.99	0.21 ± 0.21	Yes
		standard deviation	0.08	0.07		
		sample size	91	114		
	20c	mean	2.17	2.07	0.10 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	91	114		
	21a	mean	1.10	1.50	-0.39 ± 0.12	Yes
		standard deviation	0.04	0.05		
		sample size	91	114		
	21b	mean	1.23	1.30	-0.07 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	91	114		
	21c	mean	1.55	1.61	-0.06 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	91	114		
	21d	mean	1.59	1.67	-0.08 ± 0.14	No
		standard deviation	0.06	0.05		
		sample size	91	114		
	22a	mean	1.43	1.72	-0.29 ± 0.25	Yes
		standard deviation	0.08	0.09		
		sample size	91	114		
	22b	mean	1.70	1.67	0.02 ± 0.25	No
		standard deviation	0.10	0.09		
		sample size	91	114		
	22c	mean	2.51	2.56	-0.05 ± 0.33	No
		standard deviation	0.13	0.11		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	22d	mean	2.31	2.44	-0.12 ± 0.35	No
		standard deviation	0.13	0.12		
		sample size	91	114		
	23a	mean	3.24	3.07	0.16 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	91	114		
	23b	mean	1.52	1.65	-0.14 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	91	114		
	23c	mean	2.68	2.80	-0.13 ± 0.30	No
		standard deviation	0.11	0.10		
		sample size	91	114		
	23d	mean	2.26	2.33	-0.07 ± 0.29	No
		standard deviation	0.11	0.10		
		sample size	91	114		
	23e	mean	3.05	2.89	0.17 ± 0.31	No
		standard deviation	0.11	0.11		
		sample size	91	114		
	24a	mean	3.52	3.69	-0.17 ± 0.23	No
		standard deviation	0.10	0.07		
		sample size	91	114		
	24b	mean	1.33	1.56	-0.23 ± 0.25	No
		standard deviation	0.08	0.09		
		sample size	91	114		
	24c	mean	3.49	3.62	-0.13 ± 0.24	No
		standard deviation	0.09	0.08		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	24d	mean	1.76	1.94	-0.19 ± 0.28	No
		standard deviation	0.11	0.10		
		sample size	91	114		
	24e	mean	3.44	3.18	0.25 ± 0.31	No
		standard deviation	0.11	0.11		
		sample size	91	114		
	discipline	mean	7.25	7.32	-0.07 ± 0.48	No
		standard deviation	0.20	0.15		
		sample size	91	114		
	disruptions	mean	8.31	8.34	-0.03 ± 0.53	No
		standard deviation	0.22	0.17		
		sample size	91	114		
	teachers	mean	8.65	8.58	0.07 ± 0.75	No
		standard deviation	0.26	0.27		
		sample size	91	114		
	26	mean	2.63	2.43	0.19 ± 0.28	No
		standard deviation	0.11	0.09		
		sample size	91	114		
	27	mean	4.81	4.56	0.25 ± 0.37	No
		standard deviation	0.12	0.14		
		sample size	91	114		
	28	mean	5.07	4.99	0.08 ± 0.41	No
		standard deviation	0.14	0.15		
		sample size	91	114		
	29	mean	1.13	1.08	0.05 ± 0.10	No
		standard deviation	0.04	0.03		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Broward County	30	mean	1.31	1.34	-0.03 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	91	114		
	31a	mean	1.74	1.53	0.22 ± 0.22	No
		standard deviation	0.09	0.07		
		sample size	91	114		
	31b	mean	2.06	1.87	0.19 ± 0.22	No
		standard deviation	0.09	0.07		
		sample size	91	114		
	31c	mean	1.40	1.27	0.13 ± 0.17	No
		standard deviation	0.07	0.06		
		sample size	91	114		
	31d	mean	1.49	1.50	-0.01 ± 0.19	No
		standard deviation	0.08	0.07		
		sample size	91	114		
	31e	mean	1.71	1.58	0.13 ± 0.21	No
		standard deviation	0.09	0.07		
		sample size	91	114		
	31f	mean	1.88	1.91	-0.02 ± 0.22	No
		standard deviation	0.09	0.07		
		sample size	91	114		
	HS grads	mean	2.94	3.17	-0.23 ± 0.43	No
		standard deviation	0.18	0.14		
		sample size	91	114		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: Gain Score Analysis Based On First Follow-Up Adjusted Data: 1990–91 Student Cohorts

			Baseline		Follow-up		Gain		95% CI for the	Statistically
Project	Measure	Statistic[1]	T	C	T	C	T	C	Difference (T – C)	Significant ?
Portland	absences	mean	6.89	1.46	9.11	6.38	2.23	4.92	-2.69 ± 2.01	Yes
		standard deviation	0.87	0.46	0.94	0.73				
		sample size	100	103	100	103				
	grades	mean	2.85	2.76	2.87	2.48	0.02	-0.28	0.30 ± 0.19	Yes
		standard deviation	0.07	0.07	0.08	0.08				
		sample size	100	103	100	103				
	suspensions	mean	1.00	1.00	0.32	1.26	-0.68	0.26	-0.94 ± 0.62	Yes
		standard deviation	0.00	0.00	0.09	0.31				
		sample size	100	103	100	103				
	7	mean	1.82	1.54	1.86	1.59	0.03	0.05	-0.02 ± 0.28	No
		standard deviation	0.11	0.10	0.10	0.10				
		sample size	100	103	100	103				
	8a	mean	2.04	1.14	2.67	1.62	0.62	0.48	0.14 ± 1.49	No
		standard deviation	0.42	0.29	0.56	0.46				
		sample size	100	103	100	103				
	self esteem	mean	17.99	17.90	17.86	17.90	-0.13	0.00	-0.13 ± 0.54	No
		standard deviation	0.20	0.19	0.20	0.21				
		sample size	100	103	100	103				
	14a	mean	1.25	1.19	1.28	1.06	0.03	-0.13	0.16 ± 0.17	No
		standard deviation	0.06	0.05	0.07	0.03				
		sample size	100	103	100	103				
	14b	mean	1.51	1.58	1.52	1.54	0.02	-0.04	0.06 ± 0.26	No
		standard deviation	0.07	0.08	0.08	0.08				
		sample size	100	103	100	103				
	14c	mean	1.80	1.80	1.93	1.76	0.13	-0.05	0.18 ± 0.28	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

			Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
Project	Measure	Statistic[1]	T	C	T	C	T	C		
Portland	14d	mean	1.48	1.41	1.81	1.60	0.33	0.19	0.14 ± 0.29	No
		standard deviation	0.08	0.08	0.10	0.09				
		sample size	100	103	100	103				
	14e	mean	2.30	2.57	2.64	2.77	0.34	0.20	0.14 ± 0.33	No
		standard deviation	0.12	0.12	0.13	0.13				
		sample size	100	103	100	103				
	14f	mean	1.86	1.57	2.21	1.88	0.35	0.31	0.03 ± 0.31	No
		standard deviation	0.09	0.09	0.10	0.10				
		sample size	100	103	100	103				
	14g	mean	1.57	1.63	1.47	1.64	-0.10	0.01	-0.11 ± 0.21	No
		standard deviation	0.08	0.09	0.08	0.10				
		sample size	100	103	100	103				
	14h	mean	3.04	2.85	3.23	2.97	0.19	0.12	0.07 ± 0.29	No
		standard deviation	0.12	0.12	0.11	0.11				
		sample size	100	103	100	103				
	16a	mean	0.30	0.24	0.34	0.23	0.04	-0.01	0.05 ± 0.16	No
		standard deviation	0.05	0.04	0.05	0.04				
		sample size	100	103	100	103				
	16f	mean	0.27	0.17	0.34	0.25	0.07	0.07	-0.00 ± 0.16	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	100	103	100	103				
	16s	mean	0.40	0.42	0.43	0.40	0.03	-0.02	0.04 ± 0.14	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	18a	mean	1.95	1.90	1.90	1.90	-0.05	-0.00	-0.05 ± 0.11	No
		standard deviation	0.02	0.03	0.03	0.03				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	18b	mean	1.90	1.84	1.85	1.84	-0.06	-0.00	-0.06 ± 0.12	No
		standard deviation	0.03	0.04	0.04	0.04				
		sample size	100	103	100	103				
	18c	mean	1.80	1.74	1.75	1.74	-0.05	0.00	-0.05 ± 0.16	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	100	103	100	103				
	18d	mean	1.71	1.81	1.85	1.68	0.14	-0.13	0.26 ± 0.14	Yes
		standard deviation	0.05	0.04	0.04	0.05				
		sample size	100	103	100	103				
	18e	mean	1.64	1.69	1.75	1.67	0.11	-0.02	0.13 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	18f	mean	1.83	1.88	1.79	1.93	-0.04	0.05	-0.09 ± 0.12	No
		standard deviation	0.04	0.03	0.04	0.03				
		sample size	100	103	100	103				
	18g	mean	1.84	1.81	1.72	1.74	-0.13	-0.07	-0.06 ± 0.14	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	100	103	100	103				
	19a	mean	1.90	1.87	1.74	1.78	-0.16	-0.09	-0.07 ± 0.13	No
		standard deviation	0.03	0.03	0.04	0.04				
		sample size	100	103	100	103				
	19b	mean	1.70	1.78	1.72	1.66	0.02	-0.12	0.14 ± 0.17	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	100	103	100	103				
	19c	mean	1.76	1.76	1.70	1.69	-0.06	-0.07	0.01 ± 0.16	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	19d	mean	1.76	1.73	1.73	1.68	-0.03	-0.05	0.02 ± 0.17	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	100	103	100	103				
	19e	mean	1.61	1.57	1.60	1.56	-0.00	-0.01	0.01 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	19f	mean	1.87	1.83	1.81	1.89	-0.06	0.06	-0.12 ± 0.12	No
		standard deviation	0.03	0.04	0.04	0.03				
		sample size	100	103	100	103				
	19g	mean	1.85	1.77	1.74	1.78	-0.11	0.01	-0.12 ± 0.17	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	100	103	100	103				
	20a	mean	1.57	1.80	1.64	1.89	0.07	0.09	-0.02 ± 0.28	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	100	103	100	103				
	20b	mean	1.89	2.06	1.82	2.09	-0.07	0.03	-0.10 ± 0.26	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	100	103	100	103				
	20c	mean	2.20	2.36	2.00	2.37	-0.20	0.02	-0.22 ± 0.28	No
		standard deviation	0.08	0.08	0.09	0.08				
		sample size	100	103	100	103				
	21a	mean	1.70	1.56	1.53	1.51	-0.18	-0.05	-0.13 ± 0.16	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	21b	mean	1.59	1.55	1.39	1.37	-0.20	-0.19	-0.02 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	21c	mean	1.53	1.48	1.57	1.59	0.04	0.11	-0.07 ± 0.16	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	21d	mean	1.78	1.83	1.44	1.54	-0.34	-0.29	-0.04 ± 0.17	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				
	22a	mean	1.55	1.36	1.89	1.65	0.34	0.29	0.05 ± 0.29	No
		standard deviation	0.08	0.08	0.10	0.10				
		sample size	100	103	100	103				
	22b	mean	1.67	1.51	1.74	1.56	0.06	0.05	0.02 ± 0.24	No
		standard deviation	0.09	0.08	0.10	0.09				
		sample size	100	103	100	103				
	22c	mean	2.61	2.52	2.84	2.60	0.23	0.08	0.16 ± 0.34	No
		standard deviation	0.13	0.12	0.13	0.12				
		sample size	100	103	100	103				
	22d	mean	2.36	2.15	2.43	2.12	0.07	-0.04	0.11 ± 0.43	No
		standard deviation	0.13	0.13	0.12	0.13				
		sample size	100	103	100	103				
	23a	mean	3.06	3.03	2.62	2.69	-0.44	-0.33	-0.10 ± 0.34	No
		standard deviation	0.12	0.11	0.11	0.11				
		sample size	100	103	100	103				
	23b	mean	1.56	1.55	1.88	1.70	0.32	0.14	0.18 ± 0.29	No
		standard deviation	0.09	0.09	0.10	0.09				
		sample size	100	103	100	103				
	23c	mean	2.78	2.87	2.39	2.41	-0.39	-0.46	0.07 ± 0.35	No
		standard deviation	0.13	0.12	0.12	0.11				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	23d	mean	2.15	1.93	2.75	2.11	0.60	0.18	0.42 ± 0.31	Yes
		standard deviation	0.12	0.11	0.11	0.11				
		sample size	100	103	100	103				
	23e	mean	2.97	2.96	2.67	2.69	-0.31	-0.26	-0.05 ± 0.36	No
		standard deviation	0.11	0.11	0.12	0.12				
		sample size	100	103	100	103				
	24a	mean	3.67	3.51	3.49	3.55	-0.18	0.04	-0.22 ± 0.32	No
		standard deviation	0.08	0.10	0.11	0.09				
		sample size	100	103	100	103				
	24b	mean	1.23	1.23	1.58	1.20	0.35	-0.02	0.37 ± 0.27	Yes
		standard deviation	0.06	0.06	0.11	0.06				
		sample size	100	103	100	103				
	24c	mean	3.68	3.57	3.49	3.62	-0.19	0.04	-0.23 ± 0.32	No
		standard deviation	0.08	0.09	0.10	0.09				
		sample size	100	103	100	103				
	24d	mean	1.51	1.41	2.06	1.55	0.55	0.13	0.42 ± 0.33	Yes
		standard deviation	0.08	0.09	0.12	0.09				
		sample size	100	103	100	103				
	24e	mean	3.30	3.47	3.25	3.49	-0.05	0.01	-0.07 ± 0.39	No
		standard deviation	0.11	0.10	0.12	0.10				
		sample size	100	103	100	103				
	discipline	mean	6.92	6.91	7.45	7.30	0.53	0.38	0.15 ± 0.55	No
		standard deviation	0.14	0.17	0.15	0.14				
		sample size	100	103	100	103				
	disruptions	mean	7.67	7.82	7.93	8.05	0.26	0.23	0.02 ± 0.65	No
		standard deviation	0.19	0.19	0.17	0.19				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	teachers	mean	7.70	7.83	8.57	8.57	0.87	0.73	0.14 ± 0.85	No
		standard deviation	0.26	0.22	0.26	0.29				
		sample size	100	103	100	103				
	26	mean	2.49	2.45	2.94	2.56	0.46	0.11	0.35 ± 0.30	Yes
		standard deviation	0.11	0.10	0.10	0.10				
		sample size	100	103	100	103				
	27	mean	4.73	4.84	4.86	4.82	0.13	-0.01	0.15 ± 0.42	No
		standard deviation	0.14	0.14	0.13	0.15				
		sample size	100	103	100	103				
	28	mean	5.35	5.44	5.51	5.53	0.15	0.10	0.06 ± 0.42	No
		standard deviation	0.13	0.13	0.12	0.12				
		sample size	100	103	100	103				
	29	mean	1.17	1.07	1.16	1.18	-0.01	0.11	-0.12 ± 0.13	No
		standard deviation	0.05	0.03	0.05	0.05				
		sample size	100	103	100	103				
	30	mean	1.36	1.42	1.44	1.49	0.08	0.07	0.01 ± 0.23	No
		standard deviation	0.06	0.06	0.08	0.07				
		sample size	100	103	100	103				
	31a	mean	1.62	1.67	1.70	1.79	0.08	0.12	-0.04 ± 0.25	No
		standard deviation	0.09	0.08	0.08	0.08				
		sample size	100	103	100	103				
	31b	mean	1.97	2.06	2.00	2.03	0.04	-0.02	0.06 ± 0.26	No
		standard deviation	0.08	0.09	0.08	0.08				
		sample size	100	103	100	103				
	31c	mean	1.20	1.13	1.27	1.24	0.07	0.12	-0.05 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	31d	mean	1.28	1.30	1.45	1.35	0.17	0.04	0.12 ± 0.21	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	100	103	100	103				
	31e	mean	1.55	1.68	1.70	1.72	0.15	0.03	0.12 ± 0.27	No
		standard deviation	0.07	0.08	0.08	0.08				
		sample size	100	103	100	103				
	31f	mean	1.62	1.71	1.88	1.89	0.25	0.17	0.08 ± 0.29	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	100	103	100	103				
	HS grads	mean	2.67	2.63	3.30	3.19	0.63	0.55	0.08 ± 0.54	No
		standard deviation	0.17	0.16	0.17	0.15				
		sample size	100	103	100	103				
Broward County	absences	mean	3.24	3.80	5.01	5.73	1.76	1.93	-0.17 ± 1.67	No
		standard deviation	0.57	0.47	0.70	0.68				
		sample size	91	114	91	114				
	grades	mean	2.77	2.72	2.51	2.51	-0.26	-0.21	-0.06 ± 0.22	No
		standard deviation	0.07	0.08	0.08	0.07				
		sample size	91	114	91	114				
	suspensions	mean	1.00	1.00	0.66	1.09	-0.34	0.09	-0.43 ± 0.54	No
		standard deviation	0.00	0.00	0.19	0.20				
		sample size	91	114	91	114				
	7	mean	1.51	1.32	1.49	1.43	-0.02	0.11	-0.13 ± 0.28	No
		standard deviation	0.09	0.07	0.10	0.08				
		sample size	91	114	91	114				
	8a	mean	2.77	0.87	4.85	2.34	2.08	1.47	0.61 ± 3.64	No
		standard deviation	1.08	0.39	1.37	0.92				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	self esteem	mean	17.91	17.64	18.18	18.03	0.27	0.39	-0.12 ± 0.52	No
		standard deviation	0.19	0.16	0.17	0.17				
		sample size	91	114	91	114				
	14a	mean	1.26	1.35	1.33	1.48	0.07	0.12	-0.05 ± 0.20	No
		standard deviation	0.06	0.06	0.07	0.07				
		sample size	91	114	91	114				
	14b	mean	1.96	1.78	2.02	1.81	0.06	0.03	0.03 ± 0.31	No
		standard deviation	0.11	0.08	0.09	0.09				
		sample size	91	114	91	114				
	14c	mean	1.92	1.95	2.02	2.11	0.10	0.16	-0.05 ± 0.30	No
		standard deviation	0.10	0.09	0.09	0.09				
		sample size	91	114	91	114				
	14d	mean	1.45	1.59	1.54	1.60	0.09	0.01	0.08 ± 0.25	No
		standard deviation	0.08	0.07	0.09	0.08				
		sample size	91	114	91	114				
	14e	mean	2.58	2.63	2.59	2.64	0.01	0.01	-0.00 ± 0.33	No
		standard deviation	0.13	0.11	0.13	0.12				
		sample size	91	114	91	114				
	14f	mean	2.05	1.90	2.23	1.97	0.18	0.07	0.11 ± 0.30	No
		standard deviation	0.10	0.09	0.10	0.08				
		sample size	91	114	91	114				
	14g	mean	1.49	1.76	1.68	1.58	0.19	-0.19	0.37 ± 0.22	Yes
		standard deviation	0.08	0.09	0.10	0.08				
		sample size	91	114	91	114				
	14h	mean	2.99	2.74	2.86	2.43	-0.13	-0.32	0.19 ± 0.32	No
		standard deviation	0.13	0.12	0.11	0.12				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Broward County	16a	mean	0.67	0.52	0.62	0.54	-0.05	0.02	-0.07 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	16f	mean	0.44	0.29	0.43	0.42	-0.01	0.13	-0.14 ± 0.16	No
		standard deviation	0.05	0.04	0.06	0.05				
		sample size	91	114	91	114				
	16s	mean	0.46	0.41	0.35	0.42	-0.11	0.01	-0.12 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18a	mean	1.81	1.86	1.77	1.76	-0.04	-0.10	0.06 ± 0.16	No
		standard deviation	0.04	0.03	0.05	0.04				
		sample size	91	114	91	114				
	18b	mean	1.58	1.77	1.56	1.74	-0.02	-0.03	0.02 ± 0.17	No
		standard deviation	0.05	0.04	0.05	0.04				
		sample size	91	114	91	114				
	18c	mean	1.44	1.63	1.47	1.65	0.03	0.02	0.00 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18d	mean	1.64	1.68	1.54	1.62	-0.10	-0.05	-0.05 ± 0.16	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18e	mean	1.53	1.59	1.45	1.56	-0.08	-0.03	-0.05 ± 0.17	No
		standard deviation	0.06	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18f	mean	1.73	1.87	1.64	1.85	-0.09	-0.02	-0.07 ± 0.16	No
		standard deviation	0.05	0.03	0.05	0.03				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Broward County	18g	mean	1.77	1.75	1.73	1.78	-0.04	0.02	-0.06 ± 0.15	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	91	114	91	114				
	19a	mean	1.75	1.70	1.67	1.62	-0.08	-0.07	-0.01 ± 0.16	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	19b	mean	1.57	1.63	1.52	1.62	-0.05	-0.01	-0.03 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	19c	mean	1.54	1.56	1.56	1.59	0.02	0.03	-0.01 ± 0.18	No
		standard deviation	0.05	0.05	0.06	0.05				
		sample size	91	114	91	114				
	19d	mean	1.62	1.69	1.54	1.58	-0.08	-0.11	0.03 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	19e	mean	1.48	1.54	1.52	1.41	0.04	-0.13	0.17 ± 0.18	No
		standard deviation	0.06	0.05	0.05	0.05				
		sample size	91	114	91	114				
	19f	mean	1.82	1.87	1.74	1.79	-0.08	-0.08	-0.00 ± 0.15	No
		standard deviation	0.04	0.03	0.05	0.04				
		sample size	91	114	91	114				
	19g	mean	1.72	1.76	1.79	1.75	0.07	-0.00	0.08 ± 0.15	No
		standard deviation	0.05	0.04	0.05	0.04				
		sample size	91	114	91	114				
	20a	mean	1.79	1.65	1.99	1.74	0.21	0.08	0.12 ± 0.27	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	20b	mean	2.20	1.99	2.10	1.95	-0.09	-0.04	-0.06 ± 0.25	No
		standard deviation	0.08	0.07	0.08	0.06				
		sample size	91	114	91	114				
	20c	mean	2.17	2.07	2.21	2.05	0.04	-0.02	0.06 ± 0.27	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	91	114	91	114				
	21a	mean	1.10	1.50	1.26	1.50	0.15	0.00	0.15 ± 0.14	Yes
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	91	114	91	114				
	21b	mean	1.23	1.30	1.33	1.36	0.10	0.06	0.04 ± 0.15	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	91	114	91	114				
	21c	mean	1.55	1.61	1.52	1.56	-0.03	-0.05	0.02 ± 0.17	No
		standard deviation	0.05	0.05	0.06	0.05				
		sample size	91	114	91	114				
	21d	mean	1.59	1.67	1.67	1.64	0.08	-0.03	0.11 ± 0.18	No
		standard deviation	0.06	0.05	0.05	0.05				
		sample size	91	114	91	114				
	22a	mean	1.43	1.72	1.57	1.73	0.14	0.01	0.14 ± 0.28	No
		standard deviation	0.08	0.09	0.09	0.08				
		sample size	91	114	91	114				
	22b	mean	1.70	1.67	1.60	1.66	-0.10	-0.01	-0.08 ± 0.26	No
		standard deviation	0.10	0.09	0.09	0.08				
		sample size	91	114	91	114				
	22c	mean	2.51	2.56	2.44	2.67	-0.07	0.11	-0.18 ± 0.37	No
		standard deviation	0.13	0.11	0.12	0.11				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Broward County	22d	mean	2.31	2.44	2.12	2.32	-0.20	-0.12	-0.08 ± 0.44	No
		standard deviation	0.13	0.12	0.12	0.11				
		sample size	91	114	91	114				
	23a	mean	3.24	3.07	2.97	3.08	-0.26	0.01	-0.27 ± 0.32	No
		standard deviation	0.10	0.10	0.11	0.10				
		sample size	91	114	91	114				
	23b	mean	1.52	1.65	1.42	1.58	-0.09	-0.07	-0.02 ± 0.28	No
		standard deviation	0.08	0.08	0.07	0.08				
		sample size	91	114	91	114				
	23c	mean	2.68	2.80	2.66	2.80	-0.02	-0.00	-0.02 ± 0.32	No
		standard deviation	0.11	0.10	0.12	0.10				
		sample size	91	114	91	114				
	23d	mean	2.26	2.33	2.19	2.25	-0.06	-0.07	0.01 ± 0.30	No
		standard deviation	0.11	0.10	0.10	0.10				
		sample size	91	114	91	114				
	23e	mean	3.05	2.89	2.98	3.01	-0.08	0.12	-0.20 ± 0.39	No
		standard deviation	0.11	0.11	0.12	0.10				
		sample size	91	114	91	114				
	24a	mean	3.52	3.69	3.59	3.59	0.06	-0.11	0.17 ± 0.30	No
		standard deviation	0.10	0.07	0.08	0.08				
		sample size	91	114	91	114				
	24b	mean	1.33	1.56	1.32	1.42	-0.00	-0.14	0.14 ± 0.32	No
		standard deviation	0.08	0.09	0.09	0.08				
		sample size	91	114	91	114				
	24c	mean	3.49	3.62	3.47	3.47	-0.02	-0.15	0.14 ± 0.35	No
		standard deviation	0.09	0.08	0.10	0.09				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Broward County	24d	mean	1.76	1.94	1.54	1.77	-0.22	-0.17	-0.05 ± 0.33	No
		standard deviation	0.11	0.10	0.09	0.09				
		sample size	91	114	91	114				
	24e	mean	3.44	3.18	3.15	3.25	-0.29	0.07	-0.36 ± 0.40	No
		standard deviation	0.11	0.11	0.13	0.10				
		sample size	91	114	91	114				
	discipline	mean	7.25	7.32	7.40	7.51	0.15	0.20	-0.05 ± 0.55	No
		standard deviation	0.20	0.15	0.15	0.14				
		sample size	91	114	91	114				
	disruptions	mean	8.31	8.34	8.69	8.24	0.37	-0.10	0.48 ± 0.70	No
		standard deviation	0.22	0.17	0.20	0.19				
		sample size	91	114	91	114				
	teachers	mean	8.65	8.58	8.92	8.56	0.27	-0.03	0.30 ± 0.83	No
		standard deviation	0.26	0.27	0.27	0.25				
		sample size	91	114	91	114				
	26	mean	2.63	2.43	2.57	2.53	-0.06	0.10	-0.15 ± 0.32	No
		standard deviation	0.11	0.09	0.11	0.10				
		sample size	91	114	91	114				
	27	mean	4.81	4.56	4.75	4.65	-0.06	0.09	-0.16 ± 0.45	No
		standard deviation	0.12	0.14	0.14	0.14				
		sample size	91	114	91	114				
	28	mean	5.07	4.99	5.03	4.97	-0.04	-0.02	-0.02 ± 0.53	No
		standard deviation	0.14	0.15	0.17	0.16				
		sample size	91	114	91	114				
	29	mean	1.13	1.08	1.15	1.15	0.02	0.07	-0.05 ± 0.14	No
		standard deviation	0.04	0.03	0.05	0.04				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Broward County	30	mean	1.31	1.34	1.39	1.37	0.08	0.02	0.06 ± 0.24	No
		standard deviation	0.07	0.06	0.08	0.07				
		sample size	91	114	91	114				
	31a	mean	1.74	1.53	1.68	1.65	-0.06	0.12	-0.18 ± 0.20	No
		standard deviation	0.09	0.07	0.09	0.07				
		sample size	91	114	91	114				
	31b	mean	2.06	1.87	1.98	2.01	-0.07	0.13	-0.21 ± 0.26	No
		standard deviation	0.09	0.07	0.09	0.08				
		sample size	91	114	91	114				
	31c	mean	1.40	1.27	1.38	1.41	-0.02	0.14	-0.15 ± 0.23	No
		standard deviation	0.07	0.06	0.07	0.07				
		sample size	91	114	91	114				
	31d	mean	1.49	1.50	1.62	1.71	0.13	0.21	-0.08 ± 0.26	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	91	114	91	114				
	31e	mean	1.71	1.58	1.89	1.94	0.18	0.37	-0.19 ± 0.30	No
		standard deviation	0.09	0.07	0.08	0.08				
		sample size	91	114	91	114				
	31f	mean	1.88	1.91	1.94	2.08	0.06	0.17	-0.12 ± 0.29	No
		standard deviation	0.09	0.07	0.09	0.08				
		sample size	91	114	91	114				
	HS grads	mean	2.94	3.17	3.06	2.68	0.12	-0.49	0.62 ± 0.58	Yes
		standard deviation	0.18	0.14	0.18	0.16				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: Gain Score Analysis Based On Second Follow-Up Adjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Portland	absences	mean	6.89	1.46	5.42	6.76	-1.47	5.31	-6.78 ± 2.20	Yes
		standard deviation	0.87	0.46	0.82	0.74				
		sample size	100	103	100	103				
	grades	mean	2.85	2.76	2.16	1.97	-0.69	-0.79	0.10 ± 0.35	No
		standard deviation	0.07	0.07	0.14	0.12				
		sample size	100	103	100	103				
	suspensions	mean	1.00	1.00	0.00	0.00	-1.00	-1.00	0.00 ± 0.00	Yes
		standard deviation	0.00	0.00	0.00	0.00				
		sample size	100	103	100	103				
	S7	mean	1.82	1.54	1.67	1.90	-0.15	0.36	-0.51 ± 0.35	Yes
		standard deviation	0.11	0.10	0.11	0.12				
		sample size	100	103	100	103				
	S8a	mean	2.12	1.06	1.57	1.87	-0.55	0.80	-1.35 ± 1.28	Yes
		standard deviation	0.52	0.26	0.34	0.39				
		sample size	75	85	75	85				
	self esteem	mean	17.99	17.90	17.60	17.97	-0.39	0.07	-0.46 ± 0.60	No
		standard deviation	0.20	0.19	0.22	0.17				
		sample size	100	103	100	103				
	14a	mean	1.25	1.19	1.35	1.23	0.10	0.04	0.06 ± 0.20	No
		standard deviation	0.06	0.05	0.07	0.05				
		sample size	100	103	100	103				
	14b	mean	1.51	1.58	1.62	1.60	0.11	0.01	0.10 ± 0.27	No
		standard deviation	0.07	0.08	0.08	0.08				
		sample size	100	103	100	103				
	14c	mean	1.80	1.80	1.90	1.84	0.11	0.04	0.07 ± 0.28	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	14d	mean	1.48	1.41	2.04	1.72	0.55	0.31	0.25 ± 0.30	No
		standard deviation	0.08	0.08	0.10	0.09				
		sample size	100	103	100	103				
	14e	mean	2.30	2.57	2.80	2.78	0.51	0.21	0.30 ± 0.33	No
		standard deviation	0.12	0.12	0.11	0.12				
		sample size	100	103	100	103				
	14f	mean	1.86	1.57	2.04	1.73	0.18	0.17	0.01 ± 0.30	No
		standard deviation	0.09	0.09	0.09	0.08				
		sample size	100	103	100	103				
	14g	mean	1.57	1.63	1.60	1.67	0.03	0.05	-0.02 ± 0.23	No
		standard deviation	0.08	0.09	0.09	0.08				
		sample size	100	103	100	103				
	14h	mean	3.04	2.85	3.35	3.05	0.31	0.21	0.10 ± 0.30	No
		standard deviation	0.12	0.12	0.11	0.11				
		sample size	100	103	100	103				
	16a	mean	0.30	0.24	0.37	0.58	0.07	0.34	-0.27 ± 0.19	Yes
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	100	103	100	103				
	16f	mean	0.27	0.17	0.45	0.51	0.18	0.33	-0.15 ± 0.18	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				
	16s	mean	0.40	0.42	0.38	0.40	-0.02	-0.02	0.00 ± 0.15	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	18a	mean	1.95	1.90	1.82	1.78	-0.13	-0.12	-0.01 ± 0.13	No
		standard deviation	0.02	0.03	0.04	0.04				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	18b	mean	1.90	1.84	1.74	1.72	-0.16	-0.13	-0.04 ± 0.15	No
		standard deviation	0.03	0.04	0.05	0.05				
		sample size	100	103	100	103				
	18c	mean	1.80	1.74	1.56	1.65	-0.24	-0.10	-0.14 ± 0.18	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				
	18d	mean	1.71	1.81	1.66	1.54	-0.05	-0.27	0.23 ± 0.18	Yes
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	100	103	100	103				
	18e	mean	1.64	1.69	1.54	1.64	-0.10	-0.05	-0.05 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	18f	mean	1.83	1.88	1.81	1.91	-0.02	0.03	-0.05 ± 0.12	No
		standard deviation	0.04	0.03	0.04	0.03				
		sample size	100	103	100	103				
	18g	mean	1.84	1.81	1.75	1.72	-0.09	-0.09	-0.01 ± 0.15	No
		standard deviation	0.04	0.04	0.04	0.05				
		sample size	100	103	100	103				
	19a	mean	1.90	1.87	1.71	1.61	-0.19	-0.26	0.07 ± 0.16	No
		standard deviation	0.03	0.03	0.05	0.05				
		sample size	100	103	100	103				
	19b	mean	1.70	1.78	1.56	1.55	-0.14	-0.22	0.08 ± 0.18	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	100	103	100	103				
	19c	mean	1.76	1.76	1.59	1.48	-0.17	-0.28	0.11 ± 0.17	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	19d	mean	1.76	1.73	1.64	1.48	-0.12	-0.25	0.13 ± 0.18	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	100	103	100	103				
	19e	mean	1.61	1.57	1.57	1.37	-0.03	-0.20	0.16 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	19f	mean	1.87	1.83	1.85	1.82	-0.02	-0.01	-0.01 ± 0.12	No
		standard deviation	0.03	0.04	0.04	0.04				
		sample size	100	103	100	103				
	19g	mean	1.85	1.77	1.75	1.67	-0.11	-0.09	-0.01 ± 0.17	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				
	20a	mean	1.57	1.80	1.82	2.05	0.24	0.24	0.00 ± 0.28	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	100	103	100	103				
	20b	mean	1.89	2.06	1.89	2.28	-0.00	0.22	-0.22 ± 0.29	No
		standard deviation	0.08	0.08	0.08	0.07				
		sample size	100	103	100	103				
	20c	mean	2.20	2.36	2.08	2.38	-0.12	0.02	-0.14 ± 0.28	No
		standard deviation	0.08	0.08	0.08	0.07				
		sample size	100	103	100	103				
	21a	mean	1.70	1.56	1.50	1.48	-0.21	-0.08	-0.13 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	21b	mean	1.59	1.55	1.35	1.26	-0.24	-0.29	0.05 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.04				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	21c	mean	1.53	1.48	1.62	1.65	0.09	0.16	-0.08 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	103	100	103				
	21d	mean	1.78	1.83	1.48	1.46	-0.30	-0.38	0.07 ± 0.18	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	100	103	100	103				
	22a	mean	1.55	1.36	1.97	1.70	0.43	0.34	0.09 ± 0.34	No
		standard deviation	0.08	0.08	0.10	0.09				
		sample size	100	103	100	103				
	22b	mean	1.67	1.51	1.71	1.58	0.04	0.07	-0.03 ± 0.27	No
		standard deviation	0.09	0.08	0.09	0.09				
		sample size	100	103	100	103				
	22c	mean	2.61	2.52	2.84	2.66	0.23	0.14	0.09 ± 0.38	No
		standard deviation	0.13	0.12	0.11	0.11				
		sample size	100	103	100	103				
	22d	mean	2.36	2.15	2.37	2.03	0.00	-0.12	0.13 ± 0.42	No
		standard deviation	0.13	0.13	0.12	0.12				
		sample size	100	103	100	103				
	23a	mean	3.06	3.03	2.50	2.60	-0.56	-0.43	-0.13 ± 0.34	No
		standard deviation	0.12	0.11	0.10	0.11				
		sample size	100	103	100	103				
	23b	mean	1.56	1.55	1.78	1.66	0.22	0.10	0.12 ± 0.29	No
		standard deviation	0.09	0.09	0.09	0.09				
		sample size	100	103	100	103				
	23c	mean	2.78	2.87	2.34	2.33	-0.44	-0.53	0.10 ± 0.38	No
		standard deviation	0.13	0.12	0.11	0.10				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Portland	23d	mean	2.15	1.93	2.59	2.17	0.44	0.24	0.20 ± 0.36	No
		standard deviation	0.12	0.11	0.10	0.11				
		sample size	100	103	100	103				
	23e	mean	2.97	2.96	2.35	2.66	-0.62	-0.30	-0.33 ± 0.40	No
		standard deviation	0.11	0.11	0.10	0.11				
		sample size	100	103	100	103				
	24a	mean	3.67	3.51	3.39	3.62	-0.28	0.11	-0.40 ± 0.32	Yes
		standard deviation	0.08	0.10	0.10	0.07				
		sample size	100	103	100	103				
	24b	mean	1.23	1.23	1.28	1.18	0.06	-0.05	0.11 ± 0.23	No
		standard deviation	0.06	0.06	0.06	0.06				
		sample size	100	103	100	103				
	24c	mean	3.68	3.57	3.24	3.60	-0.44	0.03	-0.47 ± 0.33	Yes
		standard deviation	0.08	0.09	0.11	0.08				
		sample size	100	103	100	103				
	24d	mean	1.51	1.41	1.66	1.46	0.16	0.05	0.11 ± 0.29	No
		standard deviation	0.08	0.09	0.09	0.09				
		sample size	100	103	100	103				
	24e	mean	3.30	3.47	3.15	3.32	-0.16	-0.15	-0.01 ± 0.37	No
		standard deviation	0.11	0.10	0.10	0.10				
		sample size	100	103	100	103				
	discipline	mean	6.92	6.91	7.31	7.44	0.40	0.53	-0.13 ± 0.60	No
		standard deviation	0.14	0.17	0.17	0.14				
		sample size	100	103	100	103				
	disruptions	mean	7.67	7.82	8.32	8.01	0.65	0.19	0.46 ± 0.65	No
		standard deviation	0.19	0.19	0.17	0.16				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	teachers	mean	7.70	7.83	9.03	9.08	1.33	1.24	0.09 ± 0.79	No
		standard deviation	0.26	0.22	0.25	0.24				
		sample size	100	103	100	103				
	26	mean	2.49	2.45	2.68	2.72	0.19	0.28	-0.08 ± 0.33	No
		standard deviation	0.11	0.10	0.10	0.09				
		sample size	100	103	100	103				
	27	mean	4.73	4.84	4.36	4.56	-0.37	-0.27	-0.09 ± 0.44	No
		standard deviation	0.14	0.14	0.14	0.14				
		sample size	100	103	100	103				
	28	mean	5.35	5.44	5.21	5.45	-0.14	0.01	-0.15 ± 0.40	No
		standard deviation	0.13	0.13	0.13	0.12				
		sample size	100	103	100	103				
	29	mean	1.17	1.07	1.16	1.18	-0.01	0.11	-0.12 ± 0.14	No
		standard deviation	0.05	0.03	0.04	0.05				
		sample size	100	103	100	103				
	30	mean	1.36	1.42	1.34	1.48	-0.02	0.06	-0.09 ± 0.22	No
		standard deviation	0.06	0.06	0.06	0.07				
		sample size	100	103	100	103				
	31a	mean	1.62	1.67	1.63	1.67	0.01	-0.00	0.01 ± 0.27	No
		standard deviation	0.09	0.08	0.08	0.08				
		sample size	100	103	100	103				
	31b	mean	1.97	2.06	2.02	2.12	0.05	0.06	-0.01 ± 0.28	No
		standard deviation	0.08	0.09	0.08	0.08				
		sample size	100	103	100	103				
	31c	mean	1.20	1.13	1.32	1.22	0.12	0.10	0.03 ± 0.20	No
		standard deviation	0.05	0.05	0.06	0.05				
		sample size	100	103	100	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Portland	31d	mean	1.28	1.30	1.46	1.41	0.18	0.11	0.08 ± 0.23	No
		standard deviation	0.06	0.06	0.07	0.06				
		sample size	100	103	100	103				
	31e	mean	1.55	1.68	1.63	1.76	0.08	0.08	0.00 ± 0.27	No
		standard deviation	0.07	0.08	0.08	0.08				
		sample size	100	103	100	103				
	31f	mean	1.62	1.71	1.76	1.95	0.13	0.23	-0.10 ± 0.27	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	100	103	100	103				
	HS grads	mean	2.67	2.63	2.68	2.81	0.01	0.18	-0.16 ± 0.55	No
		standard deviation	0.17	0.16	0.16	0.17				
		sample size	100	103	100	103				
Broward County	absences	mean	3.24	3.80	8.16	9.00	4.91	5.20	-0.29 ± 2.37	No
		standard deviation	0.57	0.47	0.90	0.89				
		sample size	91	114	91	114				
	grades	mean	2.77	2.72	2.34	2.45	-0.43	-0.27	-0.17 ± 0.26	No
		standard deviation	0.07	0.08	0.10	0.09				
		sample size	91	114	91	114				
	suspensions	mean	1.00	1.00	0.74	0.64	-0.26	-0.36	0.10 ± 0.45	No
		standard deviation	0.00	0.00	0.19	0.14				
		sample size	91	114	91	114				
	S7	mean	1.51	1.32	1.43	1.39	-0.08	0.08	-0.16 ± 0.31	No
		standard deviation	0.09	0.07	0.10	0.08				
		sample size	91	114	91	114				
	S8a	mean	2.90	0.67	0.71	0.69	-2.18	0.02	-2.20 ± 2.22	No
		standard deviation	1.11	0.27	0.34	0.24				
		sample size	89	97	89	97				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	self esteem	mean	17.91	17.64	18.22	17.83	0.30	0.19	0.11 ± 0.61	No
		standard deviation	0.19	0.16	0.17	0.17				
		sample size	91	114	91	114				
	14a	mean	1.26	1.35	1.36	1.39	0.10	0.04	0.06 ± 0.23	No
		standard deviation	0.06	0.06	0.07	0.06				
		sample size	91	114	91	114				
	14b	mean	1.96	1.78	2.05	2.03	0.09	0.25	-0.16 ± 0.33	No
		standard deviation	0.11	0.08	0.11	0.08				
		sample size	91	114	91	114				
	14c	mean	1.92	1.95	1.82	1.90	-0.09	-0.05	-0.05 ± 0.30	No
		standard deviation	0.10	0.09	0.09	0.08				
		sample size	91	114	91	114				
	14d	mean	1.45	1.59	1.70	1.70	0.25	0.11	0.13 ± 0.31	No
		standard deviation	0.08	0.07	0.09	0.09				
		sample size	91	114	91	114				
	14e	mean	2.58	2.63	2.54	2.59	-0.04	-0.04	-0.00 ± 0.34	No
		standard deviation	0.13	0.11	0.13	0.11				
		sample size	91	114	91	114				
	14f	mean	2.05	1.90	2.24	2.04	0.19	0.15	0.04 ± 0.29	No
		standard deviation	0.10	0.09	0.11	0.09				
		sample size	91	114	91	114				
	14g	mean	1.49	1.76	1.52	1.62	0.03	-0.14	0.17 ± 0.27	No
		standard deviation	0.08	0.09	0.08	0.08				
		sample size	91	114	91	114				
	14h	mean	2.99	2.74	3.03	2.74	0.04	-0.00	0.04 ± 0.37	No
		standard deviation	0.13	0.12	0.12	0.11				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	16a	mean	0.67	0.52	0.44	0.36	-0.23	-0.16	-0.07 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	16f	mean	0.44	0.29	0.35	0.37	-0.09	0.08	-0.17 ± 0.17	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	91	114	91	114				
	16s	mean	0.46	0.41	0.34	0.42	-0.12	0.00	-0.13 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18a	mean	1.81	1.86	1.63	1.62	-0.18	-0.23	0.05 ± 0.15	No
		standard deviation	0.04	0.03	0.05	0.05				
		sample size	91	114	91	114				
	18b	mean	1.58	1.77	1.49	1.55	-0.09	-0.22	0.13 ± 0.17	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	91	114	91	114				
	18c	mean	1.44	1.63	1.46	1.54	0.01	-0.09	0.10 ± 0.20	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18d	mean	1.64	1.68	1.61	1.48	-0.03	-0.19	0.16 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	18e	mean	1.53	1.59	1.45	1.61	-0.09	0.02	-0.10 ± 0.19	No
		standard deviation	0.06	0.05	0.06	0.05				
		sample size	91	114	91	114				
	18f	mean	1.73	1.87	1.84	1.87	0.11	0.00	0.10 ± 0.14	No
		standard deviation	0.05	0.03	0.04	0.03				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

			Baseline		Follow-up		Gain		95% CI for the	Statistically
Project	Measure	Statistic[1]	T	C	T	C	T	C	Difference (T – C)	Significant ?
Broward County	18g	mean	1.77	1.75	1.72	1.82	-0.06	0.07	-0.12 ± 0.16	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	91	114	91	114				
	19a	mean	1.75	1.70	1.57	1.51	-0.19	-0.19	-0.00 ± 0.19	No
		standard deviation	0.05	0.05	0.06	0.05				
		sample size	91	114	91	114				
	19b	mean	1.57	1.63	1.48	1.48	-0.09	-0.15	0.07 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	19c	mean	1.54	1.56	1.49	1.54	-0.05	-0.02	-0.03 ± 0.18	No
		standard deviation	0.05	0.05	0.06	0.05				
		sample size	91	114	91	114				
	19d	mean	1.62	1.69	1.51	1.39	-0.11	-0.29	0.18 ± 0.20	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	91	114	91	114				
	19e	mean	1.48	1.54	1.50	1.46	0.02	-0.08	0.10 ± 0.19	No
		standard deviation	0.06	0.05	0.06	0.05				
		sample size	91	114	91	114				
	19f	mean	1.82	1.87	1.71	1.82	-0.11	-0.04	-0.07 ± 0.14	No
		standard deviation	0.04	0.03	0.05	0.04				
		sample size	91	114	91	114				
	19g	mean	1.72	1.76	1.67	1.75	-0.05	-0.01	-0.04 ± 0.17	No
		standard deviation	0.05	0.04	0.05	0.04				
		sample size	91	114	91	114				
	20a	mean	1.79	1.65	2.05	1.86	0.27	0.21	0.05 ± 0.29	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	20b	mean	2.20	1.99	2.02	1.90	-0.18	-0.08	-0.09 ± 0.28	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	91	114	91	114				
	20c	mean	2.17	2.07	2.14	2.02	-0.03	-0.05	0.02 ± 0.28	No
		standard deviation	0.08	0.08	0.08	0.07				
		sample size	91	114	91	114				
	21a	mean	1.10	1.50	1.56	1.63	0.46	0.14	0.32 ± 0.18	Yes
		standard deviation	0.04	0.05	0.06	0.05				
		sample size	91	114	91	114				
	21b	mean	1.23	1.30	1.36	1.44	0.13	0.14	-0.01 ± 0.17	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	91	114	91	114				
	21c	mean	1.55	1.61	1.63	1.73	0.08	0.13	-0.05 ± 0.19	No
		standard deviation	0.05	0.05	0.06	0.04				
		sample size	91	114	91	114				
	21d	mean	1.59	1.67	1.60	1.56	0.01	-0.11	0.12 ± 0.18	No
		standard deviation	0.06	0.05	0.05	0.05				
		sample size	91	114	91	114				
	22a	mean	1.43	1.72	1.87	1.82	0.44	0.09	0.34 ± 0.30	Yes
		standard deviation	0.08	0.09	0.11	0.09				
		sample size	91	114	91	114				
	22b	mean	1.70	1.67	1.57	1.51	-0.13	-0.17	0.04 ± 0.30	No
		standard deviation	0.10	0.09	0.09	0.08				
		sample size	91	114	91	114				
	22c	mean	2.51	2.56	2.63	2.58	0.11	0.03	0.09 ± 0.44	No
		standard deviation	0.13	0.11	0.12	0.11				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	22d	mean	2.31	2.44	2.24	2.13	-0.07	-0.31	0.23 ± 0.45	No
		standard deviation	0.13	0.12	0.12	0.10				
		sample size	91	114	91	114				
	23a	mean	3.24	3.07	2.86	2.76	-0.37	-0.32	-0.06 ± 0.32	No
		standard deviation	0.10	0.10	0.11	0.10				
		sample size	91	114	91	114				
	23b	mean	1.52	1.65	1.64	1.64	0.12	-0.01	0.14 ± 0.30	No
		standard deviation	0.08	0.08	0.10	0.08				
		sample size	91	114	91	114				
	23c	mean	2.68	2.80	2.66	2.75	-0.01	-0.05	0.04 ± 0.34	No
		standard deviation	0.11	0.10	0.12	0.11				
		sample size	91	114	91	114				
	23d	mean	2.26	2.33	2.44	2.47	0.18	0.15	0.03 ± 0.33	No
		standard deviation	0.11	0.10	0.11	0.10				
		sample size	91	114	91	114				
	23e	mean	3.05	2.89	2.86	2.77	-0.19	-0.11	-0.08 ± 0.39	No
		standard deviation	0.11	0.11	0.12	0.11				
		sample size	91	114	91	114				
	24a	mean	3.52	3.69	3.51	3.51	-0.01	-0.18	0.17 ± 0.31	No
		standard deviation	0.10	0.07	0.10	0.10				
		sample size	91	114	91	114				
	24b	mean	1.33	1.56	1.54	1.29	0.22	-0.27	0.49 ± 0.30	Yes
		standard deviation	0.08	0.09	0.09	0.07				
		sample size	91	114	91	114				
	24c	mean	3.49	3.62	3.33	3.46	-0.16	-0.16	0.00 ± 0.35	No
		standard deviation	0.09	0.08	0.11	0.10				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Broward County	24d	mean	1.76	1.94	1.73	1.58	-0.03	-0.36	0.34 ± 0.35	No
		standard deviation	0.11	0.10	0.11	0.07				
		sample size	91	114	91	114				
	24e	mean	3.44	3.18	3.31	3.22	-0.12	0.04	-0.16 ± 0.42	No
		standard deviation	0.11	0.11	0.11	0.11				
		sample size	91	114	91	114				
	discipline	mean	7.25	7.32	7.39	7.40	0.14	0.09	0.05 ± 0.59	No
		standard deviation	0.20	0.15	0.14	0.16				
		sample size	91	114	91	114				
	disruptions	mean	8.31	8.34	8.40	7.97	0.09	-0.38	0.47 ± 0.63	No
		standard deviation	0.22	0.17	0.20	0.17				
		sample size	91	114	91	114				
	teachers	mean	8.65	8.58	8.79	8.66	0.14	0.07	0.07 ± 0.88	No
		standard deviation	0.26	0.27	0.27	0.23				
		sample size	91	114	91	114				
	26	mean	2.63	2.43	2.54	2.39	-0.09	-0.05	-0.05 ± 0.31	No
		standard deviation	0.11	0.09	0.10	0.09				
		sample size	91	114	91	114				
	27	mean	4.81	4.56	4.80	4.95	-0.01	0.39	-0.40 ± 0.48	No
		standard deviation	0.12	0.14	0.16	0.13				
		sample size	91	114	91	114				
	28	mean	5.07	4.99	5.11	5.14	0.04	0.15	-0.11 ± 0.52	No
		standard deviation	0.14	0.15	0.16	0.15				
		sample size	91	114	91	114				
	29	mean	1.13	1.08	1.07	1.10	-0.06	0.02	-0.08 ± 0.14	No
		standard deviation	0.04	0.03	0.03	0.03				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Broward County	30	mean	1.31	1.34	1.24	1.23	-0.07	-0.11	0.04 ± 0.23	No
		standard deviation	0.07	0.06	0.06	0.06				
		sample size	91	114	91	114				
	31a	mean	1.74	1.53	1.71	1.61	-0.04	0.08	-0.12 ± 0.25	No
		standard deviation	0.09	0.07	0.08	0.06				
		sample size	91	114	91	114				
	31b	mean	2.06	1.87	2.22	2.05	0.16	0.17	-0.01 ± 0.26	No
		standard deviation	0.09	0.07	0.08	0.08				
		sample size	91	114	91	114				
	31c	mean	1.40	1.27	1.30	1.32	-0.10	0.05	-0.15 ± 0.23	No
		standard deviation	0.07	0.06	0.06	0.06				
		sample size	91	114	91	114				
	31d	mean	1.49	1.50	1.66	1.57	0.17	0.08	0.10 ± 0.25	No
		standard deviation	0.08	0.07	0.08	0.06				
		sample size	91	114	91	114				
	31e	mean	1.71	1.58	1.95	1.83	0.24	0.25	-0.01 ± 0.29	No
		standard deviation	0.09	0.07	0.08	0.07				
		sample size	91	114	91	114				
	31f	mean	1.88	1.91	2.13	2.15	0.24	0.24	0.00 ± 0.29	No
		standard deviation	0.09	0.07	0.08	0.08				
		sample size	91	114	91	114				
	HS grads	mean	2.94	3.17	2.93	2.43	-0.01	-0.74	0.73 ± 0.59	Yes
		standard deviation	0.18	0.14	0.16	0.14				
		sample size	91	114	91	114				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table B-15: First-Year Dropout Rates: 1989–90 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Portland	Dropouts only	97	99	1	0	No
	Dropouts plus	97	99	3	3	No
Broward County	Dropouts only	88	66	2	1	No
	Dropouts plus	88	66	2	5	No
Denver-Lake	Dropouts only	105	109	1	2	No
	Dropouts plus	105	109	9	11	No
San Antonio	Dropouts only	100	100	4	6	No
	Dropouts plus	100	100	8	15	No

Table B-16: Second-Year Dropout Rates: 1989–90 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Portland	Dropouts only	97	99	4	6	No
	Dropouts plus	97	99	5	8	No
Broward County	Dropouts only	88	59	0	2	No
	Dropouts plus	88	59	3	5	No
Denver—Lake	Dropouts only	105	109	0	2	No
	Dropouts plus	105	109	11	13	No
San Antonio	Dropouts only	100	97	9	12	No
	Dropouts plus	100	97	15	18	No

Table B-17: Third-Year Dropout Rates: 1989–90 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Portland	Dropouts only	94	93	5	6	No
	Dropouts plus	94	93	13	12	No
Broward County	Dropouts only	87	65	0	3	No
	Dropouts plus	87	65	4	8	No
Denver—Lake	Dropouts only	90	102	2	6	No
	Dropouts plus	90	102	3	6	No
San Antonio	Dropouts only	95	88	14	22	No
	Dropouts plus	95	88	19	33	Yes

Table B-18: First-Year Dropout Rates: 1990–91 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Portland	Dropouts only	99	97	1	0	No
	Dropouts plus	99	97	1	1	No
Broward County	Dropouts only	89	88	0	0	No
	Dropouts plus	89	88	0	0	No

Table B-19: Second-Year Dropout Rates: 1990–91 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Portland	Dropouts only	98	97	1	2	No
	Dropouts plus	98	97	4	4	No
Broward County	Dropouts only	89	88	0	0	No
	Dropouts plus	89	88	2	4	No

Appendix C:

Data Tables for High School Projects

Table C-1: Pre-Treatment Differences Based on Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Des Moines	absences	mean	5.85	6.47	-0.62 ± 1.92	No
		standard deviation	0.61	0.79		
		sample size	99	81		
	grades	mean	1.67	1.28	0.39 ± 0.25	Yes
		standard deviation	0.08	0.09		
		sample size	66	75		
Memphis	absences	mean	4.55	6.65	-2.11 ± 2.49	No
		standard deviation	0.63	1.21		
		sample size	86	29		
	grades	mean	2.20	1.63	0.57 ± 0.33	Yes
		standard deviation	0.08	0.17		
		sample size	89	34		
Coleman	absences	mean	9.12	10.83	-1.71 ± 2.88	No
		standard deviation	0.87	1.27		
		sample size	82	58		
	grades	mean	2.30	1.56	0.74 ± 0.31	Yes
		standard deviation	0.10	0.13		
		sample size	89	62		
Aiken	absences	mean	7.35	4.76	2.59 ± 2.43	Yes
		standard deviation	0.81	0.96		
		sample size	76	65		
Ethete	absences	mean	7.72	4.03	3.70 ± 2.05	Yes
		standard deviation	0.86	0.63		
		sample size	66	67		
	grades	mean	1.82	2.48	-0.66 ± 0.33	Yes
		standard deviation	0.11	0.12		
		sample size	47	40		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: First-Year Follow-Up Differences Based on Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Des Moines	discipline	mean	7.56	7.28	0.28 ± 0.54	No
		standard deviation	0.16	0.25		
		sample size	88	49		
	disruptions	mean	7.61	6.89	0.72 ± 0.62	Yes
		standard deviation	0.20	0.24		
		sample size	86	49		
	15a	mean	1.67	1.55	0.12 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	89	49		
	15b	mean	1.67	1.66	0.01 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	88	49		
	15d	mean	1.69	1.56	0.13 ± 0.24	No
		standard deviation	0.07	0.10		
		sample size	88	49		
	15f	mean	1.80	1.64	0.15 ± 0.21	No
		standard deviation	0.07	0.09		
		sample size	89	49		
	21a	mean	1.66	1.81	-0.15 ± 0.19	No
		standard deviation	0.06	0.07		
		sample size	80	42		
	21b	mean	1.25	1.33	-0.08 ± 0.18	No
		standard deviation	0.05	0.08		
		sample size	73	45		
	21c	mean	1.81	1.86	-0.05 ± 0.14	No
		standard deviation	0.04	0.06		
		sample size	84	46		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Des Moines	21d	mean	1.70	1.73	-0.03 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	87	49		
	22a	mean	2.42	2.09	0.33 ± 0.40	No
		standard deviation	0.12	0.17		
		sample size	90	50		
	22c	mean	3.30	3.35	-0.05 ± 0.35	No
		standard deviation	0.11	0.13		
		sample size	90	50		
	p22d	mean	2.42	2.16	0.26 ± 0.43	No
		standard deviation	0.13	0.18		
		sample size	90	50		
	teachers	mean	9.17	9.19	-0.02 ± 0.84	No
		standard deviation	0.25	0.37		
		sample size	86	48		
Memphis	discipline	mean	6.62	6.90	-0.28 ± 0.76	No
		standard deviation	0.18	0.37		
		sample size	63	18		
	disruptions	mean	7.48	7.87	-0.40 ± 0.84	No
		standard deviation	0.18	0.55		
		sample size	62	15		
	15a	mean	1.81	1.58	0.23 ± 0.31	No
		standard deviation	0.07	0.17		
		sample size	66	19		
	15b	mean	1.67	1.56	0.12 ± 0.27	No
		standard deviation	0.07	0.11		
		sample size	65	19		

Note: (1) adjusted for race, gender, and over-age differences between students.

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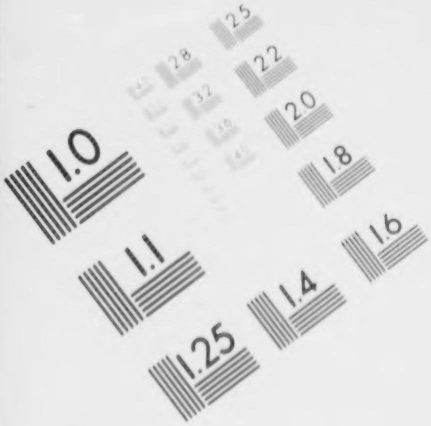
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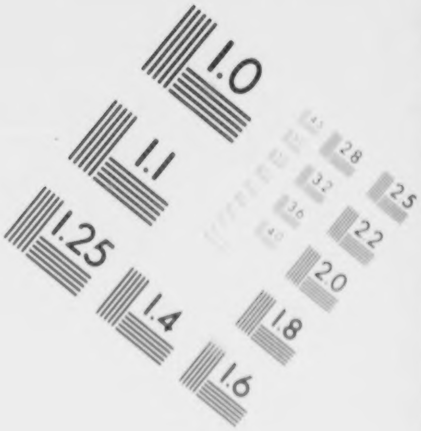
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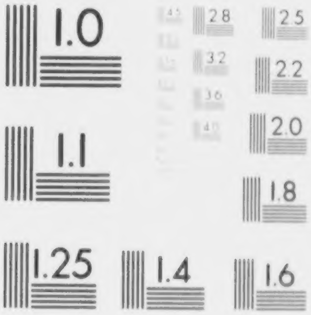
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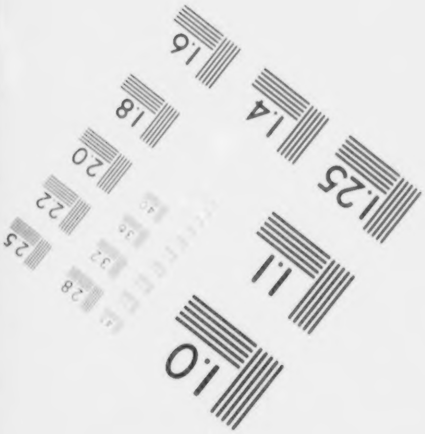
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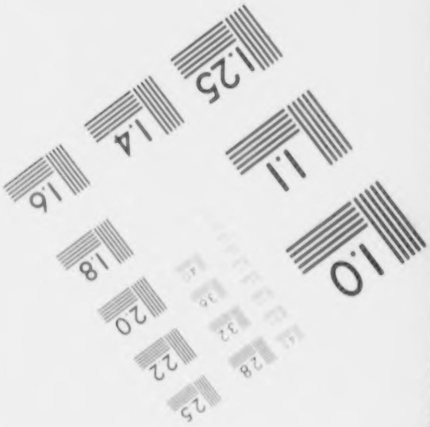
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Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	15d	mean	1.74	1.75	-0.01 ± 0.28	No
		standard deviation	0.07	0.14		
		sample size	65	18		
	15f	mean	1.75	1.57	0.18 ± 0.29	No
		standard deviation	0.07	0.17		
		sample size	65	19		
	21a	mean	1.63	1.71	-0.08 ± 0.27	No
		standard deviation	0.07	0.12		
		sample size	57	18		
	21b	mean	1.23	1.48	-0.25 ± 0.24	Yes
		standard deviation	0.06	0.13		
		sample size	55	17		
	21c	mean	1.72	1.65	0.07 ± 0.26	No
		standard deviation	0.06	0.13		
		sample size	60	17		
	21d	mean	1.59	1.57	0.02 ± 0.26	No
		standard deviation	0.06	0.15		
		sample size	63	18		
	22a	mean	2.09	1.83	0.26 ± 0.52	No
		standard deviation	0.13	0.20		
		sample size	64	19		
	22c	mean	3.26	2.66	0.60 ± 0.52	Yes
		standard deviation	0.12	0.31		
		sample size	63	19		
	p22d	mean	2.02	2.17	-0.14 ± 0.53	No
		standard deviation	0.14	0.22		
		sample size	62	19		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	teachers	mean	7.10	8.11	-1.01 ± 1.21	No
		standard deviation	0.27	0.79		
		sample size	60	36		
Coleman	discipline	mean	7.43	8.59	-1.16 ± 0.63	Yes
		standard deviation	0.20	0.24		
		sample size	63	58		
	disruptions	mean	8.09	8.65	-0.56 ± 0.71	No
		standard deviation	0.22	0.28		
		sample size	63	49		
	15a	mean	1.68	1.80	-0.12 ± 0.29	No
		standard deviation	0.09	0.10		
		sample size	68	56		
	15b	mean	1.73	2.06	-0.33 ± 0.27	Yes
		standard deviation	0.09	0.09		
		sample size	63	52		
	15d	mean	1.78	1.91	-0.13 ± 0.31	No
		standard deviation	0.10	0.11		
		sample size	62	51		
	15f	mean	1.99	2.00	-0.01 ± 0.32	No
		standard deviation	0.10	0.11		
		sample size	62	51		
	21a	mean	1.69	1.70	-0.00 ± 0.19	No
		standard deviation	0.06	0.07		
		sample size	60	50		
	21b	mean	1.49	1.50	-0.01 ± 0.21	No
		standard deviation	0.07	0.07		
		sample size	51	47		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T − C)	Statistically Significant?
Coleman	20c	mean	1.91	1.82	0.09 ± 0.15	No
		standard deviation	0.09	0.06		
		sample size	53	46		
	21d	mean	1.82	1.83	-0.02 ± 0.17	No
		standard deviation	0.05	0.06		
		sample size	56	49		
	22a	mean	2.92	2.96	-0.04 ± 0.42	No
		standard deviation	0.04	0.05		
		sample size	69	55		
	22c	mean	3.35	3.43	-0.08 ± 0.38	No
		standard deviation	0.14	0.12		
		sample size	64	54		
	p22d	mean	2.58	2.63	-0.05 ± 0.51	No
		standard deviation	0.17	0.18		
		sample size	64	54		
	teachers	mean	8.43	10.91	-2.48 ± 0.95	Yes
		standard deviation	0.28	0.39		
		sample size	61	53		
Aiken	discipline	mean	6.79	6.93	-0.14 ± 0.56	No
		standard deviation	0.23	0.18		
		sample size	61	70		
	disruptions	mean	7.81	7.49	0.32 ± 0.67	No
		standard deviation	0.29	0.20		
		sample size	60	68		
	15a	mean	1.38	1.45	-0.06 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	63	74		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Aiken	15b	mean	1.55	1.82	-0.27 ± 0.23	Yes
		standard deviation	0.08	0.08		
		sample size	63	73		
	15d	mean	1.64	1.59	0.05 ± 0.24	No
		standard deviation	0.09	0.09		
		sample size	62	71		
	15f	mean	1.58	1.82	-0.24 ± 0.22	Yes
		standard deviation	0.08	0.08		
		sample size	64	72		
	21a	mean	1.62	1.71	-0.09 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	51	62		
	21b	mean	1.32	1.37	-0.06 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	58	63		
	21c	mean	1.63	1.82	-0.19 ± 0.16	Yes
		standard deviation	0.07	0.05		
		sample size	54	70		
	21d	mean	1.65	1.77	-0.13 ± 0.17	No
		standard deviation	0.07	0.06		
		sample size	55	65		
	22a	mean	2.49	2.23	0.27 ± 0.42	No
		standard deviation	0.16	0.14		
		sample size	62	74		
	22c	mean	3.11	3.31	-0.20 ± 0.38	No
		standard deviation	0.15	0.13		
		sample size	63	74		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Aiken	p22d	mean	2.06	2.38	-0.33 ± 0.40	No
		standard deviation	0.15	0.14		
		sample size	62	74		
	teachers	mean	8.49	8.97	-0.47 ± 0.89	No
		standard deviation	0.31	0.33		
		sample size	59	68		
Ethete	discipline	mean	7.20	7.61	-0.41 ± 0.45	No
		standard deviation	0.20	0.14		
		sample size	54	67		
	disruptions	mean	7.52	7.63	-0.11 ± 0.60	No
		standard deviation	0.21	0.22		
		sample size	55	66		
	15a	mean	1.98	1.94	0.04 ± 0.27	No
		standard deviation	0.11	0.09		
		sample size	55	68		
	15b	mean	1.89	1.94	-0.05 ± 0.24	No
		standard deviation	0.10	0.08		
		sample size	55	66		
	15d	mean	1.96	2.26	-0.30 ± 0.25	Yes
		standard deviation	0.10	0.09		
		sample size	54	68		
	15f	mean	1.59	1.76	-0.17 ± 0.20	No
		standard deviation	0.08	0.07		
		sample size	55	68		
	21a	mean	1.51	1.54	-0.03 ± 0.21	No
		standard deviation	0.08	0.07		
		sample size	41	51		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-2: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Ethete	21b	mean	1.37	1.41	-0.04 ± 0.22	No
		standard deviation	0.09	0.08		
		sample size	38	46		
	21c	mean	1.72	1.63	0.09 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	43	51		
	21d	mean	1.48	1.17	0.31 ± 0.17	Yes
		standard deviation	0.08	0.05		
		sample size	47	61		
	22a	mean	2.30	2.37	-0.07 ± 0.37	No
		standard deviation	0.13	0.14		
		sample size	55	67		
	22c	mean	2.96	3.24	-0.27 ± 0.35	No
		standard deviation	0.15	0.11		
		sample size	55	67		
	22d	mean	2.28	2.31	-0.02 ± 0.40	No
		standard deviation	0.14	0.14		
		sample size	55	66		
	teachers	mean	8.67	9.10	-0.43 ± 0.72	No
		standard deviation	0.27	0.26		
		sample size	54	65		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-3: Gain Score Analysis Based On First-Year Follow-Up Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Des Moines	absences	mean	5.71	5.83	6.23	7.60	0.52	1.77	-1.25 ± 2.26	No
		standard deviation	0.61	0.77	0.79	0.96				
		sample size	95	64	95	64				
	grades	mean	1.69	1.35	1.84	1.16	0.15	-0.19	0.34 ± 0.20	Yes
		standard deviation	0.08	0.11	0.08	0.08				
		sample size	65	63	65	63				
Memphis	absences	mean	4.55	6.65	6.79	13.28	2.24	6.63	-4.39 ± 3.50	Yes
		standard deviation	0.63	1.21	0.82	2.01				
		sample size	86	29	86	29				
	grades	mean	2.20	1.63	1.98	1.30	-0.22	-0.33	0.10 ± 0.30	No
		standard deviation	0.08	0.17	0.09	0.21				
		sample size	86	34	86	34				
Coleman	absences	mean	9.12	10.83	15.09	16.19	5.97	5.35	0.61 ± 3.82	No
		standard deviation	0.87	1.27	1.26	1.47				
		sample size	82	58	82	58				
	grades	mean	2.30	1.60	2.79	1.50	0.49	-0.10	0.60 ± 0.37	Yes
		standard deviation	0.10	0.13	0.09	0.17				
		sample size	89	58	89	58				
Aiken	absences	mean	7.37	4.98	6.45	4.71	-0.93	-0.26	-0.66 ± 2.66	No
		standard deviation	0.81	1.03	0.90	0.98				
		sample size	76	60	76	60				
Ethete	absences	mean	7.72	4.03	3.66	2.66	-4.06	-1.36	-2.70 ± 2.03	Yes
		standard deviation	0.86	0.63	0.72	0.61				
		sample size	66	67	66	67				
	grades	mean	1.83	2.47	1.92	2.35	0.09	-0.13	0.22 ± 0.34	No
		standard deviation	0.13	0.15	0.13	0.18				
		sample size	38	29	38	29				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-4: Gain Score Analysis Based On Second-Year Follow-Up Unadjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	absences	mean	4.54	6.65	10.09	16.85	5.54	10.20	-4.66 ± 3.90	Yes
		standard deviation	0.63	1.21	0.88	2.22				
		sample size	85	29	85	29				
	grades	mean	2.23	1.63	1.94	1.72	-0.29	0.09	-0.38 ± 0.36	Yes
		standard deviation	0.08	0.17	0.11	0.15				
		sample size	88	34	88	34				
Coleman	absences	mean	8.18	8.48	18.96	19.88	10.78	11.40	-0.62 ± 5.82	No
		standard deviation	1.22	1.79	1.81	2.01				
		sample size	43	26	43	26				
	grades	mean	2.15	1.53	1.87	0.94	-0.28	-0.59	0.31 ± 0.79	No
		standard deviation	0.13	0.20	0.20	0.23				
		sample size	48	27	48	27				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-5: Pre-Treatment Differences Based on Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Des Moines	absences	mean	5.24	5.88	-0.63 ± 1.71	No
		standard deviation	0.56	0.67		
		sample size	111	98		
	grades	mean	1.69	1.34	0.35 ± 0.22	Yes
		standard deviation	0.07	0.09		
		sample size	111	98		
Memphis	absences	mean	4.29	4.93	-0.64 ± 1.97	No
		standard deviation	0.57	0.83		
		sample size	97	53		
	grades	mean	2.14	1.74	0.40 ± 0.31	Yes
		standard deviation	0.08	0.15		
		sample size	97	53		
Coleman	absences	mean	8.03	7.54	0.48 ± 2.27	No
		standard deviation	0.74	0.88		
		sample size	102	97		
	grades	mean	2.02	1.02	1.01 ± 0.32	Yes
		standard deviation	0.12	0.11		
		sample size	102	97		
Aiken	absences	mean	6.10	4.16	1.94 ± 2.03	No
		standard deviation	0.74	0.72		
		sample size	95	88		
	grades	mean	1.66	1.55	0.11 ± 0.25	No
		standard deviation	0.09	0.09		
		sample size	95	88		
Ethete	absences	mean	6.15	3.65	2.51 ± 1.51	Yes
		standard deviation	0.64	0.45		
		sample size	98	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-5: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Ethete	grades	mean	1.99	2.28	-0.30 ± 0.22	Yes
		standard deviation	0.08	0.07		
		sample size	98	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: First-Year Follow-Up Differences Based on Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Des Moines	discipline	mean	7.54	7.43	0.11 ± 0.44	No
		standard deviation	0.15	0.17		
		sample size	111	98		
	disruptions	mean	7.51	7.01	0.50 ± 0.47	Yes
		standard deviation	0.17	0.16		
		sample size	111	98		
	15a	mean	1.69	1.58	0.11 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	111	98		
	15b	mean	1.67	1.61	0.07 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	111	98		
	15d	mean	1.70	1.63	0.07 ± 0.18	No
		standard deviation	0.06	0.06		
		sample size	111	98		
	15f	mean	1.75	1.66	0.09 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	111	98		
	21a	mean	1.62	1.70	-0.08 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	111	98		
	21b	mean	1.27	1.27	-0.01 ± 0.13	No
		standard deviation	0.04	0.05		
		sample size	111	98		
	21c	mean	1.81	1.84	-0.03 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	111	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Des Moines	21d	mean	1.71	1.71	-0.01 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	111	98		
	22a	mean	2.35	2.24	0.11 ± 0.33	No
		standard deviation	0.11	0.12		
		sample size	111	98		
	22c	mean	3.25	3.35	-0.10 ± 0.27	No
		standard deviation	0.10	0.09		
		sample size	111	98		
	22d	mean	2.37	2.08	0.29 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	111	98		
	teachers	mean	9.01	9.10	-0.09 ± 0.64	No
		standard deviation	0.22	0.24		
		sample size	111	98		
Memphis	discipline	mean	6.60	6.60	0.00 ± 0.50	No
		standard deviation	0.15	0.19		
		sample size	97	53		
	disruptions	mean	7.53	7.63	-0.11 ± 0.50	No
		standard deviation	0.14	0.22		
		sample size	97	53		
	15a	mean	1.83	1.79	0.04 ± 0.21	No
		standard deviation	0.06	0.09		
		sample size	97	53		
	15b	mean	1.68	1.66	0.02 ± 0.18	No
		standard deviation	0.05	0.07		
		sample size	97	53		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	15d	mean	1.73	1.74	-0.01 ± 0.19	No
		standard deviation	0.06	0.07		
		sample size	97	53		
	15f	mean	1.77	1.74	0.03 ± 0.18	No
		standard deviation	0.05	0.08		
		sample size	97	53		
	21a	mean	1.57	1.50	0.07 ± 0.17	No
		standard deviation	0.05	0.07		
		sample size	97	53		
	21b	mean	1.28	1.40	-0.13 ± 0.16	No
		standard deviation	0.05	0.07		
		sample size	97	53		
	21c	mean	1.67	1.62	0.06 ± 0.17	No
		standard deviation	0.05	0.07		
		sample size	97	53		
	21d	mean	1.64	1.65	-0.01 ± 0.17	No
		standard deviation	0.05	0.07		
		sample size	97	53		
	22a	mean	2.09	1.93	0.16 ± 0.34	No
		standard deviation	0.10	0.14		
		sample size	97	53		
	22c	mean	3.16	2.87	0.29 ± 0.37	No
		standard deviation	0.10	0.17		
		sample size	97	53		
	22d	mean	2.05	2.06	-0.00 ± 0.36	No
		standard deviation	0.11	0.14		
		sample size	97	53		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	teachers	mean	7.53	8.02	-0.49 ± 0.72	No
		standard deviation	0.21	0.29		
		sample size	97	53		
Coleman	discipline	mean	7.54	8.17	-0.63 ± 0.47	Yes
		standard deviation	0.16	0.17		
		sample size	102	97		
	disruptions	mean	8.14	8.38	-0.23 ± 0.48	No
		standard deviation	0.16	0.18		
		sample size	102	97		
	15a	mean	1.71	1.78	-0.07 ± 0.20	No
		standard deviation	0.07	0.08		
		sample size	102	97		
	15b	mean	1.77	1.98	-0.21 ± 0.18	Yes
		standard deviation	0.07	0.06		
		sample size	102	97		
	15d	mean	1.86	1.88	-0.02 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	102	97		
	15f	mean	1.96	1.93	0.03 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	102	97		
	21a	mean	1.63	1.65	-0.01 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	102	97		
	21b	mean	1.50	1.51	-0.01 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	102	97		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Coleman	21c	mean	1.89	1.85	0.04 ± 0.10	No
		standard deviation	0.03	0.04		
		sample size	102	97		
	21d	mean	1.85	1.85	-0.00 ± 0.10	No
		standard deviation	0.03	0.04		
		sample size	102	97		
	22a	mean	3.03	2.93	0.09 ± 0.32	No
		standard deviation	0.11	0.12		
		sample size	102	97		
	22c	mean	3.30	3.36	-0.06 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	102	97		
	22d	mean	2.47	2.47	0.01 ± 0.35	No
		standard deviation	0.13	0.12		
		sample size	102	97		
	teachers	mean	8.21	9.94	-1.73 ± 0.69	Yes
		standard deviation	0.22	0.28		
		sample size	102	97		
Aiken	discipline	mean	6.76	7.00	-0.25 ± 0.48	No
		standard deviation	0.18	0.17		
		sample size	95	88		
	disruptions	mean	7.70	7.47	0.23 ± 0.56	No
		standard deviation	0.22	0.18		
		sample size	95	88		
	15a	mean	1.43	1.44	-0.01 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	95	88		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Aiken	15b	mean	1.60	1.78	-0.18 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	95	88		
	15d	mean	1.71	1.59	0.12 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	95	88		
	15f	mean	1.55	1.78	-0.23 ± 0.18	Yes
		standard deviation	0.06	0.07		
		sample size	95	88		
	21a	mean	1.59	1.65	-0.06 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	95	88		
	21b	mean	1.36	1.39	-0.03 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	95	88		
	21c	mean	1.74	1.81	-0.07 ± 0.13	No
		standard deviation	0.05	0.04		
		sample size	95	88		
	21d	mean	1.70	1.77	-0.08 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	95	88		
	22a	mean	2.39	2.27	0.13 ± 0.35	No
		standard deviation	0.12	0.13		
		sample size	95	88		
	22c	mean	3.09	3.20	-0.11 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	95	88		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Aiken	22d	mean	2.08	2.33	-0.25 ± 0.33	No
		standard deviation	0.11	0.12		
		sample size	95	88		
	teachers	mean	8.39	8.91	-0.52 ± 0.71	No
		standard deviation	0.23	0.27		
		sample size	95	88		
Ethete	discipline	mean	7.29	7.55	-0.27 ± 0.35	No
		standard deviation	0.14	0.12		
		sample size	98	99		
	disruptions	mean	7.49	7.62	-0.13 ± 0.45	No
		standard deviation	0.16	0.17		
		sample size	98	99		
	15a	mean	1.98	1.95	0.03 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	98	99		
	15b	mean	1.87	1.90	-0.03 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	98	99		
	15d	mean	1.98	2.21	-0.23 ± 0.20	Yes
		standard deviation	0.07	0.07		
		sample size	98	99		
	15f	mean	1.63	1.69	-0.06 ± 0.15	No
		standard deviation	0.06	0.05		
		sample size	98	99		
	21a	mean	1.45	1.42	0.02 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	98	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-6: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Ethete	21b	mean	1.42	1.48	-0.06 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	98	99		
	21c	mean	1.69	1.58	0.11 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	98	99		
	21d	mean	1.43	1.24	0.20 ± 0.13	Yes
		standard deviation	0.05	0.04		
		sample size	98	99		
	22a	mean	2.34	2.38	-0.04 ± 0.29	No
		standard deviation	0.10	0.11		
		sample size	98	99		
	22c	mean	3.07	3.17	-0.10 ± 0.27	No
		standard deviation	0.10	0.10		
		sample size	98	99		
	22d	mean	2.20	2.28	-0.09 ± 0.29	No
		standard deviation	0.10	0.11		
		sample size	98	99		
	teachers	mean	8.80	9.10	-0.30 ± 0.53	No
		standard deviation	0.19	0.19		
		sample size	98	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-7: Gain Score Analysis Based On First-Year Follow-Up Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Des Moines	absences	mean	5.24	5.88	6.07	7.84	0.83	1.96	-1.14 +/- 2.14	No
		standard deviation	0.56	0.67	0.71	0.76				
		sample size	111	98	111	98				
	grades	mean	1.69	1.34	1.77	1.29	0.08	-0.05	0.13 +/- 0.20	No
		standard deviation	0.07	0.09	0.07	0.07				
		sample size	111	98	111	98				
Memphis	absences	mean	4.29	4.93	6.23	8.93	1.95	4.01	-2.06 +/- 2.96	No
		standard deviation	0.57	0.83	0.75	1.53				
		sample size	97	53	97	53				
	grades	mean	2.14	1.74	1.90	1.46	-0.24	-0.28	0.04 +/- 0.27	No
		standard deviation	0.08	0.15	0.09	0.17				
		sample size	97	53	97	53				
Coleman	absences	mean	8.03	7.54	15.55	15.31	7.52	7.76	-0.24 +/- 3.28	No
		standard deviation	0.74	0.88	1.08	1.20				
		sample size	102	97	102	97				
	grades	mean	2.02	1.02	2.85	1.31	0.82	0.29	0.53 +/- 0.38	Yes
		standard deviation	0.12	0.11	0.09	0.12				
		sample size	102	97	102	97				
Aiken	absences	mean	6.10	4.16	6.11	6.44	0.01	2.29	-2.27 +/- 2.63	No
		standard deviation	0.74	0.72	0.80	0.94				
		sample size	95	88	95	88				
	grades	mean	1.66	1.55	0.92	0.55	-0.74	-1.00	0.26 +/- 0.34	No
		standard deviation	0.09	0.09	0.10	0.08				
		sample size	95	88	95	88				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-7: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Ethete	absences	mean	6.15	3.65	3.88	2.53	-2.27	-1.11	-1.16 +/- 1.70	No
		standard deviation	0.64	0.45	0.57	0.46				
		sample size	98	99	98	99				
	grades	mean	1.99	2.28	2.18	2.45	0.20	0.17	0.03 +/- 0.22	No
		standard deviation	0.08	0.07	0.09	0.09				
		sample size	98	99	98	99				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-8: Gain Score Analysis Based On Second-Year Follow-Up Adjusted Data: 1989–90 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Des Moines	absences	mean	5.24	5.88	0.00	0.00	-5.24	-5.88	0.63 +/- 1.71	No
		standard deviation	0.56	0.67	0.00	0.00				
		sample size	111	98	111	98				
	grades	mean	1.69	1.34	0.00	0.00	-1.69	-1.34	-0.35 +/- 0.22	Yes
		standard deviation	0.07	0.09	0.00	0.00				
		sample size	111	98	111	98				
Memphis	absences	mean	4.29	4.93	10.88	12.60	6.60	7.68	-1.08 +/- 3.36	No
		standard deviation	0.57	0.83	0.83	1.71				
		sample size	97	53	97	53				
	grades	mean	2.14	1.74	1.84	1.56	-0.31	-0.18	-0.12 +/- 0.39	No
		standard deviation	0.08	0.15	0.11	0.16				
		sample size	97	53	97	53				
Coleman	absences	mean	8.03	7.54	20.24	19.93	12.21	12.39	-0.17 +/- 3.54	No
		standard deviation	0.74	0.88	1.13	1.18				
		sample size	102	97	102	97				
	grades	mean	2.02	1.02	2.07	1.06	0.05	0.05	0.00 +/- 0.46	No
		standard deviation	0.12	0.11	0.13	0.13				
		sample size	102	97	102	97				
Aiken	absences	mean	6.10	4.16	0.00	0.00	-6.10	-4.16	-1.94 +/- 2.03	No
		standard deviation	0.74	0.72	0.00	0.00				
		sample size	95	88	95	88				
	grades	mean	1.66	1.55	0.00	0.00	-1.66	-1.55	-0.11 +/- 0.25	No
		standard deviation	0.09	0.09	0.00	0.00				
		sample size	95	88	95	88				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-8: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Ethete	absences	mean	6.15	3.65	0.00	0.00	-6.15	-3.65	-2.51 +/- 1.51	Yes
		standard deviation	0.64	0.45	0.00	0.00				
		sample size	98	99	98	99				
	grades	mean	1.99	2.28	0.00	0.00	-1.99	-2.28	0.30 +/- 0.22	Yes
		standard deviation	0.08	0.07	0.00	0.00				
		sample size	98	99	98	99				

Note (1) adjusted for race, gender, and over-age differences between students.

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Table C-9: Pre-Treatment Differences Based on Unadjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	absences	mean	4.00	5.40	-1.40 ± 1.92	No
		standard deviation	0.51	0.85		
		sample size	100	84		
	grades	mean	2.44	2.02	0.42 ± 0.25	Yes
		standard deviation	0.08	0.10		
		sample size	100	84		
	suspensions	mean	0.04	0.10	-0.06 ± 0.09	No
		standard deviation	0.02	0.05		
		sample size	100	84		
	7	mean	1.86	2.03	-0.17 ± 0.42	No
		standard deviation	0.14	0.16		
		sample size	100	75		
	8a	mean	1.49	1.49	-0.00 ± 0.74	No
		standard deviation	0.27	0.22		
		sample size	97	69		
	self esteem	mean	18.21	15.85	2.36 ± 1.56	Yes
		standard deviation	0.31	0.78		
		sample size	95	79		
	14a	mean	1.18	1.34	-0.16 ± 0.15	Yes
		standard deviation	0.04	0.07		
		sample size	99	73		
	14b	mean	1.63	1.77	-0.14 ± 0.23	No
		standard deviation	0.07	0.10		
		sample size	97	71		
	14c	mean	1.67	1.94	-0.26 ± 0.26	Yes
		standard deviation	0.07	0.11		
		sample size	98	71		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	14d	mean	1.19	1.43	-0.24 ± 0.19	Yes
		standard deviation	0.05	0.09		
		sample size	98	70		
	14e	mean	2.22	2.31	-0.09 ± 0.36	No
		standard deviation	0.11	0.14		
		sample size	97	71		
	14f	mean	1.67	1.76	-0.09 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	98	71		
	14g	mean	1.96	1.95	0.02 ± 0.29	No
		standard deviation	0.09	0.12		
		sample size	98	73		
	14h	mean	3.09	3.14	-0.05 ± 0.36	No
		standard deviation	0.12	0.14		
		sample size	98	73		
	16a	mean	0.41	0.28	0.12 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	100	72		
	16f	mean	0.43	0.44	-0.01 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	100	72		
	16s	mean	0.38	0.46	-0.08 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	100	72		
	18a	mean	1.59	1.61	-0.02 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	99	75		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	18b	mean	1.45	1.45	-0.00 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	18c	mean	1.67	1.54	0.13 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	18d	mean	1.52	1.51	0.01 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	18e	mean	1.64	1.62	0.02 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	18f	mean	1.91	1.91	0.00 ± 0.09	No
		standard deviation	0.03	0.03		
		sample size	99	75		
	18g	mean	1.84	1.78	0.06 ± 0.12	No
		standard deviation	0.04	0.05		
		sample size	99	75		
	19a	mean	1.65	1.61	0.04 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	19b	mean	1.44	1.27	0.17 ± 0.15	Yes
		standard deviation	0.05	0.05		
		sample size	99	75		
	19c	mean	1.63	1.54	0.09 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	99	75		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	19d	mean	1.57	1.51	0.06 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	19e	mean	1.52	1.50	0.02 ± 0.16	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	19f	mean	1.89	1.84	0.05 ± 0.11	No
		standard deviation	0.03	0.04		
		sample size	99	75		
	19g	mean	1.69	1.60	0.09 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	99	75		
	20a	mean	2.08	2.09	-0.01 ± 0.22	No
		standard deviation	0.07	0.08		
		sample size	99	74		
	20b	mean	2.22	2.18	0.04 ± 0.25	No
		standard deviation	0.08	0.10		
		sample size	96	72		
	20c	mean	2.27	2.11	0.16 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	98	72		
	21a	mean	1.59	1.77	-0.18 ± 0.16	Yes
		standard deviation	0.05	0.05		
		sample size	86	69		
	21b	mean	1.48	1.37	0.11 ± 0.17	No
		standard deviation	0.05	0.06		
		sample size	87	67		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	21c	mean	1.68	1.62	0.06 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	92	71		
	21d	mean	1.70	1.58	0.11 ± 0.15	No
		standard deviation	0.05	0.06		
		sample size	96	68		
	22a	mean	1.74	1.96	-0.21 ± 0.32	No
		standard deviation	0.10	0.13		
		sample size	98	74		
	22b	mean	1.31	1.42	-0.11 ± 0.24	No
		standard deviation	0.07	0.10		
		sample size	99	74		
	22c	mean	2.79	3.11	-0.32 ± 0.36	No
		standard deviation	0.12	0.13		
		sample size	98	74		
	22d	mean	1.87	2.07	-0.20 ± 0.34	No
		standard deviation	0.11	0.13		
		sample size	98	74		
	23a	mean	3.62	3.51	0.11 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	97	73		
	23b	mean	1.23	1.19	0.04 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	99	75		
	23c	mean	3.40	3.25	0.15 ± 0.27	No
		standard deviation	0.08	0.11		
		sample size	96	71		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	23d	mean	2.02	2.14	-0.12 ± 0.28	No
		standard deviation	0.09	0.11		
		sample size	98	75		
	23e	mean	3.58	3.35	0.23 ± 0.28	No
		standard deviation	0.09	0.11		
		sample size	97	72		
	24a	mean	3.83	3.77	0.07 ± 0.19	No
		standard deviation	0.06	0.08		
		sample size	96	73		
	24b	mean	1.16	1.32	-0.15 ± 0.21	No
		standard deviation	0.06	0.10		
		sample size	99	73		
	24c	mean	3.78	3.71	0.07 ± 0.21	No
		standard deviation	0.06	0.09		
		sample size	97	72		
	24d	mean	1.71	1.73	-0.02 ± 0.29	No
		standard deviation	0.09	0.11		
		sample size	96	72		
	24e	mean	3.65	3.33	0.32 ± 0.31	Yes
		standard deviation	0.09	0.13		
		sample size	97	73		
	discipline	mean	6.54	6.70	-0.16 ± 0.49	No
		standard deviation	0.17	0.17		
		sample size	95	69		
	disruptions	mean	7.85	7.69	0.16 ± 0.53	No
		standard deviation	0.17	0.20		
		sample size	96	70		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	teachers	mean	7.19	7.56	-0.37 ± 0.72	No
		standard deviation	0.21	0.30		
		sample size	97	69		
	26	mean	2.26	2.33	-0.07 ± 0.27	No
		standard deviation	0.08	0.11		
		sample size	97	75		
	27	mean	4.77	4.68	0.09 ± 0.36	No
		standard deviation	0.11	0.15		
		sample size	97	74		
	28	mean	5.36	5.19	0.16 ± 0.37	No
		standard deviation	0.12	0.15		
		sample size	93	68		
	29	mean	1.00	1.07	-0.07 ± 0.07	Yes
		standard deviation	0.00	0.04		
		sample size	90	67		
	30	mean	1.03	1.22	-0.20 ± 0.14	Yes
		standard deviation	0.02	0.08		
		sample size	88	65		
	31a	mean	1.58	1.67	-0.09 ± 0.25	No
		standard deviation	0.08	0.10		
		sample size	91	67		
	31b	mean	2.41	2.31	0.10 ± 0.24	No
		standard deviation	0.07	0.10		
		sample size	95	72		
	31c	mean	1.55	1.48	0.08 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	92	66		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	31d	mean	1.76	1.80	-0.05 ± 0.23	No
		standard deviation	0.07	0.09		
		sample size	90	65		
	31e	mean	1.92	2.00	-0.08 ± 0.25	No
		standard deviation	0.08	0.10		
		sample size	93	69		
	31f	mean	2.40	2.34	0.06 ± 0.22	No
		standard deviation	0.07	0.09		
		sample size	96	71		
	HS grads	mean	2.99	2.91	0.08 ± 0.52	No
		standard deviation	0.17	0.20		
		sample size	92	67		
	absences	mean	9.83	7.04	2.79 ± 2.67	Yes
		standard deviation	1.03	0.94		
		sample size	87	92		
	grades	mean	1.87	2.47	-0.60 ± 0.25	Yes
		standard deviation	0.08	0.10		
		sample size	80	87		
	suspensions	mean	1.68	0.86	0.81 ± 0.82	No
		standard deviation	0.31	0.28		
		sample size	83	74		
	7	mean	1.95	2.02	-0.08 ± 0.38	No
		standard deviation	0.14	0.14		
		sample size	90	104		
	8a	mean	1.93	2.27	-0.34 ± 0.81	No
		standard deviation	0.23	0.34		
		sample size	84	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	self esteem	mean	18.17	17.91	0.26 ± 0.94	No
		standard deviation	0.23	0.40		
		sample size	86	103		
	14a	mean	1.48	1.09	0.39 ± 0.16	Yes
		standard deviation	0.08	0.04		
		sample size	89	104		
	14b	mean	1.88	1.60	0.29 ± 0.19	Yes
		standard deviation	0.07	0.07		
		sample size	90	104		
	14c	mean	2.08	1.85	0.22 ± 0.24	No
		standard deviation	0.10	0.08		
		sample size	90	104		
	14d	mean	1.95	1.64	0.31 ± 0.23	Yes
		standard deviation	0.09	0.08		
		sample size	86	103		
	14e	mean	2.84	2.27	0.58 ± 0.33	Yes
		standard deviation	0.12	0.12		
		sample size	88	103		
	14f	mean	2.21	1.93	0.29 ± 0.24	Yes
		standard deviation	0.10	0.08		
		sample size	89	104		
	14g	mean	1.78	1.67	0.11 ± 0.23	No
		standard deviation	0.09	0.08		
		sample size	90	103		
	14h	mean	3.51	3.34	0.17 ± 0.26	No
		standard deviation	0.09	0.10		
		sample size	90	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	16a	mean	0.11	0.24	-0.13 ± 0.11	Yes
		standard deviation	0.04	0.04		
		sample size	89	101		
	16f	mean	0.33	0.52	-0.19 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	89	101		
	16s	mean	0.16	0.31	-0.15 ± 0.12	Yes
		standard deviation	0.04	0.05		
		sample size	89	101		
	18a	mean	1.63	1.66	-0.04 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		
	18b	mean	1.70	1.80	-0.10 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	90	104		
	18c	mean	1.44	1.70	-0.26 ± 0.14	Yes
		standard deviation	0.06	0.05		
		sample size	90	104		
	18d	mean	1.57	1.47	0.09 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		
	18e	mean	1.63	1.69	-0.07 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		
	18f	mean	1.97	1.90	0.07 ± 0.07	Yes
		standard deviation	0.02	0.03		
		sample size	90	104		

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Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
	18g	mean	1.80	1.85	-0.05 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	90	104		
	19a	mean	1.62	1.63	-0.01 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	19b	mean	1.53	1.51	0.01 ± 0.14	No
		standard deviation	0.06	0.05		
		sample size	90	104		
	19c	mean	1.54	1.56	-0.02 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		
	19d	mean	1.62	1.52	0.10 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		
	19e	mean	1.55	1.47	0.08 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	90	104		
	19f	mean	1.89	1.90	-0.01 ± 0.09	No
		standard deviation	0.04	0.03		
		sample size	90	104		
	19g	mean	1.77	1.74	0.03 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	90	104		
	20a	mean	1.88	2.08	-0.19 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	89	103		
	20b	mean	1.89	2.23	-0.34 ± 0.21	Yes
		standard deviation	0.08	0.08		
		sample size	86	104		
	20c	mean	2.09	2.17	-0.08 ± 0.21	No
		standard deviation	0.08	0.08		
		sample size	88	104		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	21a	mean	1.57	1.46	0.11 ± 0.15	No
		standard deviation	0.06	0.06		
		sample size	78	91		
	21b	mean	1.13	1.30	-0.17 ± 0.13	Yes
		standard deviation	0.04	0.05		
		sample size	84	87		
	21c	mean	1.86	1.80	0.05 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	76	93		
	21d	mean	1.78	1.63	0.16 ± 0.13	Yes
		standard deviation	0.04	0.05		
		sample size	84	94		
	22a	mean	1.72	1.83	-0.11 ± 0.26	No
		standard deviation	0.10	0.09		
		sample size	90	104		
	22b	mean	1.63	1.46	0.17 ± 0.21	No
		standard deviation	0.10	0.06		
		sample size	90	104		
	22c	mean	3.14	3.00	0.13 ± 0.28	No
		standard deviation	0.11	0.10		
		sample size	90	104		
	22d	mean	2.22	2.12	0.10 ± 0.29	No
		standard deviation	0.11	0.11		
		sample size	90	103		
	23a	mean	2.89	2.90	-0.01 ± 0.27	No
		standard deviation	0.10	0.10		
		sample size	90	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	23b	mean	1.49	1.39	0.09 ± 0.20	No
		standard deviation	0.08	0.07		
		sample size	89	103		
	23c	mean	2.78	2.96	-0.18 ± 0.27	No
		standard deviation	0.11	0.09		
		sample size	90	103		
	23d	mean	2.71	2.37	0.34 ± 0.27	Yes
		standard deviation	0.11	0.10		
		sample size	88	103		
	23e	mean	2.77	2.96	-0.19 ± 0.27	No
		standard deviation	0.09	0.10		
		sample size	89	101		
	24a	mean	3.57	3.63	-0.06 ± 0.23	No
		standard deviation	0.08	0.09		
		sample size	90	103		
	24b	mean	1.23	1.16	0.07 ± 0.16	No
		standard deviation	0.07	0.05		
		sample size	90	103		
	24c	mean	3.55	3.68	-0.13 ± 0.21	No
		standard deviation	0.08	0.08		
		sample size	89	103		
	24d	mean	1.98	1.86	0.12 ± 0.27	No
		standard deviation	0.10	0.09		
		sample size	89	100		
	24e	mean	3.08	3.27	-0.19 ± 0.31	No
		standard deviation	0.12	0.11		
		sample size	89	103		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	discipline	mean	7.24	6.86	0.38 ± 0.38	Yes
		standard deviation	0.11	0.16		
		sample size	89	104		
	disruptions	mean	7.69	6.99	0.70 ± 0.43	Yes
		standard deviation	0.15	0.16		
		sample size	89	99		
	teachers	mean	8.53	7.91	0.61 ± 0.59	Yes
		standard deviation	0.21	0.22		
		sample size	88	99		
	26	mean	2.68	2.43	0.24 ± 0.23	Yes
		standard deviation	0.09	0.08		
		sample size	90	104		
	27	mean	3.97	4.23	-0.26 ± 0.38	No
		standard deviation	0.15	0.13		
		sample size	90	104		
	28	mean	4.90	4.87	0.04 ± 0.40	No
		standard deviation	0.15	0.14		
		sample size	89	104		
	29	mean	1.08	1.07	0.01 ± 0.08	No
		standard deviation	0.03	0.03		
		sample size	89	104		
	30	mean	1.51	1.34	0.17 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	88	104		
	31a	mean	1.58	1.96	-0.37 ± 0.22	Yes
		standard deviation	0.08	0.08		
		sample size	88	99		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-9: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	31b	mean	1.89	2.23	-0.34 ± 0.22	Yes
		standard deviation	0.09	0.07		
		sample size	87	102		
	31c	mean	1.50	1.41	0.10 ± 0.20	No
		standard deviation	0.08	0.07		
		sample size	86	94		
	31d	mean	1.41	1.59	-0.17 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	87	97		
	31e	mean	1.69	2.04	-0.34 ± 0.22	Yes
		standard deviation	0.08	0.08		
		sample size	88	98		
	31f	mean	1.80	2.08	-0.28 ± 0.21	Yes
		standard deviation	0.08	0.08		
		sample size	89	99		
	HS grads	mean	3.02	2.97	0.05 ± 0.43	No
		standard deviation	0.16	0.16		
		sample size	84	94		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: Gain Score Analysis Based On First Follow-Up Unadjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Memphis	absences	mean	3.84	5.39	6.30	11.84	2.45	6.46	-4.01 ± 2.39	Yes
		standard deviation	0.50	0.85	0.74	1.20				
		sample size	99	84	99	84				
	grades	mean	2.44	2.02	2.34	1.80	-0.10	-0.22	0.12 ± 0.22	No
		standard deviation	0.08	0.10	0.09	0.12				
		sample size	100	84	100	84				
	suspensions	mean	0.04	0.10	0.12	0.19	0.08	0.09	-0.01 ± 0.15	No
		standard deviation	0.02	0.05	0.04	0.06				
		sample size	100	84	100	84				
	7	mean	1.84	2.01	2.07	2.20	0.24	0.19	0.05 ± 0.51	No
		standard deviation	0.14	0.17	0.14	0.21				
		sample size	94	69	94	69				
	8a	mean	1.55	1.41	3.01	1.57	1.45	0.16	1.29 ± 2.63	No
		standard deviation	0.30	0.23	1.05	0.27				
		sample size	84	60	84	60				
	self esteem	mean	18.17	15.96	17.03	16.91	-1.14	0.95	-2.09 ± 1.75	Yes
		standard deviation	0.32	0.78	0.53	0.63				
		sample size	92	76	92	76				
	14a	mean	1.19	1.29	1.31	1.30	0.13	0.01	0.12 ± 0.19	No
		standard deviation	0.04	0.07	0.06	0.07				
		sample size	96	68	96	68				
	14b	mean	1.64	1.75	1.70	1.82	0.07	0.07	0.00 ± 0.27	No
		standard deviation	0.07	0.10	0.08	0.09				
		sample size	95	67	95	67				
	14c	mean	1.70	1.96	1.74	1.87	0.04	-0.09	0.13 ± 0.28	No
		standard deviation	0.08	0.11	0.07	0.10				
		sample size	96	66	96	66				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Memphis	14d	mean	1.19	1.42	1.39	1.56	0.21	0.13	0.07 ± 0.24	No
		standard deviation	0.05	0.10	0.07	0.09				
		sample size	94	66	94	66				
	14e	mean	2.25	2.37	2.16	2.19	-0.09	-0.17	0.09 ± 0.34	No
		standard deviation	0.12	0.14	0.12	0.14				
		sample size	94	66	94	66				
	14f	mean	1.65	1.78	1.76	1.92	0.11	0.14	-0.04 ± 0.25	No
		standard deviation	0.08	0.09	0.08	0.09				
		sample size	95	66	95	66				
	14g	mean	2.01	1.98	1.72	1.91	-0.28	-0.07	-0.22 ± 0.27	No
		standard deviation	0.08	0.13	0.09	0.11				
		sample size	96	67	96	67				
	14h	mean	3.10	3.14	2.95	3.07	-0.15	-0.07	-0.08 ± 0.23	No
		standard deviation	0.12	0.15	0.12	0.15				
		sample size	96	68	96	68				
	22a	mean	1.75	1.97	2.00	2.00	0.25	0.03	0.22 ± 0.33	No
		standard deviation	0.10	0.14	0.10	0.14				
		sample size	96	70	96	70				
	22b	mean	1.32	1.43	1.29	1.32	-0.03	-0.11	0.08 ± 0.28	No
		standard deviation	0.07	0.11	0.06	0.08				
		sample size	97	70	97	70				
	22c	mean	2.79	3.08	2.82	2.91	0.03	-0.17	0.21 ± 0.32	No
		standard deviation	0.12	0.14	0.11	0.13				
		sample size	96	69	96	69				
	22d	mean	1.91	2.09	1.93	2.00	0.02	-0.09	0.11 ± 0.40	No
		standard deviation	0.12	0.13	0.10	0.14				
		sample size	95	69	95	69				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	23a	mean	3.64	3.53	3.48	3.62	-0.16	0.09	-0.25 ± 0.27	No
		standard deviation	0.08	0.10	0.09	0.09				
		sample size	91	67	91	67				
	23b	mean	1.25	1.19	1.19	1.15	-0.07	-0.04	-0.03 ± 0.20	No
		standard deviation	0.06	0.06	0.04	0.06				
		sample size	92	70	92	70				
	23c	mean	3.42	3.28	3.17	3.35	-0.25	0.06	-0.31 ± 0.31	Yes
		standard deviation	0.08	0.12	0.09	0.11				
		sample size	89	67	89	67				
	23d	mean	2.04	2.15	1.96	2.12	-0.09	-0.03	-0.06 ± 0.23	No
		standard deviation	0.09	0.11	0.08	0.10				
		sample size	91	69	91	69				
	23e	mean	3.56	3.38	3.52	3.54	-0.03	0.16	-0.19 ± 0.33	No
		standard deviation	0.09	0.12	0.09	0.11				
		sample size	91	68	91	68				
	24a	mean	3.81	3.75	3.85	3.89	0.04	0.14	-0.10 ± 0.21	No
		standard deviation	0.06	0.08	0.05	0.06				
		sample size	87	67	87	67				
	24b	mean	1.17	1.24	1.08	1.12	-0.09	-0.12	0.03 ± 0.27	No
		standard deviation	0.06	0.09	0.05	0.08				
		sample size	89	67	89	67				
	24c	mean	3.77	3.71	3.78	3.82	0.01	0.10	-0.09 ± 0.25	No
		standard deviation	0.06	0.10	0.06	0.07				
		sample size	88	66	88	66				
	24d	mean	1.77	1.72	1.62	1.66	-0.15	-0.07	-0.08 ± 0.32	No
		standard deviation	0.10	0.12	0.09	0.11				
		sample size	86	66	86	66				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	24e	mean	3.61	3.32	3.47	3.68	-0.14	0.36	-0.50 ± 0.41	Yes
		standard deviation	0.10	0.14	0.10	0.11				
		sample size	88	67	88	67				
	27	mean	4.83	4.71	4.66	4.35	-0.17	-0.36	0.19 ± 0.38	No
		standard deviation	0.11	0.15	0.11	0.16				
		sample size	95	70	95	70				
	28	mean	5.35	5.15	4.81	4.97	-0.54	-0.19	-0.35 ± 0.48	No
		standard deviation	0.12	0.15	0.13	0.18				
		sample size	91	64	91	64				
	29	mean	1.00	1.08	1.04	1.01	0.04	-0.06	0.11 ± 0.09	Yes
		standard deviation	0.00	0.04	0.03	0.02				
		sample size	86	62	86	62				
	30	mean	1.03	1.20	1.09	1.11	0.05	-0.10	0.15 ± 0.15	Yes
		standard deviation	0.02	0.08	0.04	0.06				
		sample size	79	59	79	59				
	31a	mean	1.56	1.67	1.80	1.99	0.24	0.32	-0.08 ± 0.27	No
		standard deviation	0.08	0.11	0.09	0.11				
		sample size	80	58	80	58				
	31b	mean	2.42	2.27	2.64	2.55	0.22	0.28	-0.06 ± 0.25	No
		standard deviation	0.08	0.10	0.06	0.10				
		sample size	89	63	89	63				
	31c	mean	1.58	1.51	1.84	1.51	0.26	-0.00	0.26 ± 0.25	Yes
		standard deviation	0.07	0.09	0.08	0.08				
		sample size	87	57	87	57				
	31d	mean	1.77	1.86	2.04	2.06	0.27	0.19	0.07 ± 0.31	No
		standard deviation	0.08	0.10	0.07	0.09				
		sample size	83	55	83	55				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Memphis	31e	mean	1.93	1.98	2.27	2.30	0.35	0.32	0.02 ± 0.30	No
		standard deviation	0.08	0.10	0.07	0.09				
		sample size	87	60	87	60				
	31f	mean	2.39	2.31	2.56	2.42	0.16	0.12	0.04 ± 0.25	No
		standard deviation	0.07	0.09	0.07	0.08				
		sample size	89	65	89	65				
	HS grads	mean	3.02	3.08	2.89	2.85	-0.13	-0.24	0.11 ± 0.46	No
		standard deviation	0.18	0.21	0.15	0.21				
		sample size	85	56	85	56				
Denver–Discovery	absences	mean	8.95	6.54	11.87	8.47	2.92	1.93	0.99 ± 2.79	No
		standard deviation	1.07	0.93	0.94	0.93				
		sample size	80	88	80	88				
	grades	mean	1.89	2.56	1.51	2.28	-0.38	-0.28	-0.11 ± 0.25	No
		standard deviation	0.08	0.10	0.10	0.11				
		sample size	71	80	71	80				
	suspensions	mean	2.24	1.84	3.10	2.43	0.87	0.59	0.28 ± 1.92	No
		standard deviation	0.44	0.92	0.44	0.50				
		sample size	47	20	47	20				
	7	mean	1.72	1.92	2.01	1.90	0.29	-0.01	0.30 ± 0.48	No
		standard deviation	0.16	0.15	0.19	0.16				
		sample size	59	86	59	86				
	8a	mean	1.60	1.95	2.19	2.01	0.59	0.06	0.53 ± 0.82	No
		standard deviation	0.31	0.28	0.34	0.26				
		sample size	51	78	51	78				
	self esteem	mean	18.15	17.90	12.08	15.07	-6.07	-2.83	-3.25 ± 2.24	Yes
		standard deviation	0.24	0.41	1.05	0.77				
		sample size	84	102	84	102				

Note (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Denver–Discovery	14a	mean	1.45	1.05	1.28	1.12	-0.18	0.07	-0.25 ± 0.22	Yes
		standard deviation	0.11	0.04	0.08	0.05				
		sample size	58	86	58	86				
	14b	mean	1.79	1.50	2.08	1.71	0.29	0.21	0.08 ± 0.30	No
		standard deviation	0.09	0.07	0.12	0.09				
		sample size	58	86	58	86				
	14c	mean	2.03	1.77	2.13	1.84	0.10	0.07	0.03 ± 0.27	No
		standard deviation	0.12	0.08	0.13	0.08				
		sample size	59	86	59	86				
	14d	mean	1.82	1.53	1.84	1.56	0.02	0.04	-0.02 ± 0.30	No
		standard deviation	0.11	0.08	0.13	0.09				
		sample size	57	82	57	82				
	14e	mean	2.80	2.25	2.75	2.40	-0.05	0.15	-0.20 ± 0.33	No
		standard deviation	0.15	0.13	0.16	0.13				
		sample size	58	85	58	85				
	14f	mean	2.10	1.86	2.21	1.87	0.11	0.01	0.10 ± 0.31	No
		standard deviation	0.13	0.08	0.14	0.09				
		sample size	55	82	55	82				
	14g	mean	1.75	1.71	1.66	1.77	-0.09	0.06	-0.15 ± 0.26	No
		standard deviation	0.11	0.09	0.10	0.10				
		sample size	59	85	59	85				
	14h	mean	3.71	3.36	3.81	3.43	0.10	0.06	0.04 ± 0.26	No
		standard deviation	0.09	0.11	0.07	0.10				
		sample size	59	85	59	85				
	16a	mean	0.06	0.24	0.08	0.28	0.02	0.05	-0.03 ± 0.14	No
		standard deviation	0.03	0.05	0.04	0.05				
		sample size	58	82	58	82				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Denver–Discovery	16f	mean	0.30	0.57	0.38	0.52	0.08	-0.05	0.13 ± 0.17	No
		standard deviation	0.06	0.06	0.07	0.06				
		sample size	58	82	58	82				
	16s	mean	0.11	0.34	0.14	0.29	0.03	-0.06	0.09 ± 0.12	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	58	82	58	82				
	18a	mean	1.75	1.69	1.57	1.61	-0.18	-0.08	-0.10 ± 0.20	No
		standard deviation	0.06	0.05	0.07	0.06				
		sample size	59	86	59	86				
	18b	mean	1.77	1.82	1.54	1.77	-0.22	-0.04	-0.18 ± 0.18	Yes
		standard deviation	0.06	0.04	0.07	0.05				
		sample size	59	86	59	86				
	18c	mean	1.46	1.76	1.40	1.70	-0.06	-0.06	-0.00 ± 0.19	No
		standard deviation	0.07	0.05	0.07	0.05				
		sample size	59	86	59	86				
	18d	mean	1.63	1.46	1.48	1.42	-0.14	-0.04	-0.11 ± 0.20	No
		standard deviation	0.07	0.06	0.07	0.06				
		sample size	59	86	59	86				
	18e	mean	1.63	1.71	1.71	1.75	0.07	0.04	0.03 ± 0.19	No
		standard deviation	0.07	0.05	0.06	0.05				
		sample size	59	86	59	86				
	18f	mean	1.97	1.94	1.91	1.93	-0.07	-0.01	-0.06 ± 0.10	No
		standard deviation	0.03	0.03	0.03	0.03				
		sample size	59	86	59	86				
	18g	mean	1.82	1.89	1.73	1.84	-0.09	-0.05	-0.04 ± 0.15	No
		standard deviation	0.05	0.04	0.06	0.04				
		sample size	59	86	59	86				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Denver–Discovery	19a	mean	1.66	1.61	1.68	1.54	0.02	-0.07	0.09 ± 0.21	No
		standard deviation	0.07	0.06	0.07	0.06				
		sample size	59	86	59	86				
	19b	mean	1.49	1.46	1.44	1.42	-0.05	-0.04	-0.01 ± 0.19	No
		standard deviation	0.07	0.06	0.07	0.06				
		sample size	59	86	59	86				
	19c	mean	1.56	1.52	1.54	1.52	-0.02	0.00	-0.02 ± 0.21	No
		standard deviation	0.07	0.06	0.07	0.06				
		sample size	59	86	59	86				
	19d	mean	1.66	1.48	1.58	1.41	-0.08	-0.07	-0.00 ± 0.21	No
		standard deviation	0.07	0.06	0.07	0.05				
		sample size	59	86	59	86				
	19e	mean	1.58	1.44	1.53	1.50	-0.05	0.07	-0.12 ± 0.21	No
		standard deviation	0.07	0.06	0.07	0.06				
		sample size	59	86	59	86				
	19f	mean	1.89	1.90	1.81	1.84	-0.09	-0.06	-0.03 ± 0.15	No
		standard deviation	0.05	0.03	0.05	0.04				
		sample size	59	86	59	86				
	19g	mean	1.76	1.77	1.65	1.74	-0.11	-0.03	-0.08 ± 0.18	No
		standard deviation	0.06	0.05	0.07	0.05				
		sample size	59	86	59	86				
	20a	mean	1.93	2.18	2.06	2.13	0.13	-0.05	0.17 ± 0.24	No
		standard deviation	0.10	0.08	0.10	0.07				
		sample size	58	84	58	84				
	20b	mean	1.86	2.29	2.06	2.30	0.20	0.01	0.19 ± 0.27	No
		standard deviation	0.10	0.09	0.11	0.09				
		sample size	57	85	57	85				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Denver–Discovery	20c	mean	2.12	2.30	2.09	2.23	-0.04	-0.07	0.03 ± 0.26	No
		standard deviation	0.10	0.08	0.09	0.07				
		sample size	59	86	59	86				
	21a	mean	1.65	1.45	1.31	1.42	-0.33	-0.02	-0.31 ± 0.18	Yes
		standard deviation	0.08	0.06	0.08	0.06				
		sample size	48	74	48	74				
	21b	mean	1.16	1.27	1.13	1.28	-0.03	0.01	-0.05 ± 0.17	No
		standard deviation	0.06	0.06	0.05	0.06				
		sample size	50	66	50	66				
	21c	mean	1.89	1.80	1.84	1.83	-0.05	0.03	-0.08 ± 0.15	No
		standard deviation	0.05	0.05	0.06	0.04				
		sample size	50	69	50	69				
	21d	mean	1.78	1.58	1.49	1.53	-0.29	-0.05	-0.24 ± 0.19	Yes
		standard deviation	0.05	0.06	0.08	0.06				
		sample size	51	74	51	74				
	22a	mean	1.68	1.85	1.82	1.91	0.14	0.06	0.08 ± 0.32	No
		standard deviation	0.11	0.11	0.12	0.10				
		sample size	59	84	59	84				
	22b	mean	1.53	1.47	1.59	1.51	0.06	0.04	0.02 ± 0.30	No
		standard deviation	0.12	0.07	0.11	0.10				
		sample size	59	85	59	85				
	22c	mean	3.12	3.01	3.09	3.08	-0.03	0.07	-0.10 ± 0.37	No
		standard deviation	0.14	0.11	0.14	0.11				
		sample size	59	85	59	85				
	22d	mean	2.13	2.14	2.25	2.28	0.11	0.14	-0.03 ± 0.41	No
		standard deviation	0.14	0.12	0.15	0.13				
		sample size	59	86	59	86				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

			Baseline		Follow-up		Gain		95% CI for the	Statistically
Project	Measure	Statistic[1]	T	C	T	C	T	C	Difference (T – C)	Significant?
Denver–Discovery	23a	mean	3.03	2.94	2.84	3.06	-0.19	0.12	-0.31 ± 0.34	No
		standard deviation	0.12	0.11	0.13	0.11				
		sample size	58	84	58	84				
	23b	mean	1.46	1.38	1.42	1.35	-0.03	-0.02	-0.01 ± 0.25	No
		standard deviation	0.10	0.08	0.09	0.07				
		sample size	59	85	59	85				
	23c	mean	2.93	3.02	2.96	3.05	0.04	0.03	0.01 ± 0.33	No
		standard deviation	0.14	0.10	0.14	0.11				
		sample size	59	84	59	84				
	23d	mean	2.77	2.35	2.70	2.19	-0.07	-0.16	0.09 ± 0.33	No
		standard deviation	0.14	0.10	0.14	0.12				
		sample size	55	84	55	84				
	23e	mean	2.91	3.07	2.97	3.05	0.06	-0.02	0.09 ± 0.36	No
		standard deviation	0.12	0.11	0.13	0.10				
		sample size	59	83	59	83				
	24a	mean	3.67	3.73	3.61	3.65	-0.06	-0.07	0.01 ± 0.32	No
		standard deviation	0.08	0.09	0.12	0.10				
		sample size	57	84	57	84				
	24b	mean	1.22	1.09	1.46	1.25	0.24	0.16	0.09 ± 0.31	No
		standard deviation	0.10	0.05	0.11	0.08				
		sample size	58	85	58	85				
	24c	mean	3.70	3.83	3.55	3.62	-0.15	-0.21	0.06 ± 0.29	No
		standard deviation	0.08	0.06	0.13	0.09				
		sample size	58	84	58	84				
	24d	mean	2.01	1.73	1.98	1.59	-0.03	-0.14	0.10 ± 0.37	No
		standard deviation	0.13	0.09	0.15	0.09				
		sample size	57	81	57	81				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Denver–Discovery	24e	mean	3.28	3.37	3.39	3.33	0.12	-0.04	0.16 ± 0.43	No
		standard deviation	0.14	0.12	0.14	0.11				
		sample size	58	85	58	85				
	discipline	mean	7.23	6.80	7.31	6.88	0.08	0.09	-0.01 ± 0.48	No
		standard deviation	0.15	0.17	0.17	0.17				
		sample size	57	85	57	85				
	disruptions	mean	7.56	6.88	7.36	6.82	-0.19	-0.06	-0.13 ± 0.58	No
		standard deviation	0.21	0.19	0.21	0.18				
		sample size	56	79	56	79				
	teachers	mean	8.07	7.80	8.24	7.98	0.17	0.18	-0.00 ± 0.78	No
		standard deviation	0.28	0.26	0.35	0.27				
		sample size	55	78	55	78				
	26	mean	2.51	2.42	2.50	2.46	-0.01	0.04	-0.05 ± 0.25	No
		standard deviation	0.11	0.09	0.09	0.10				
		sample size	59	86	59	86				
	27	mean	4.14	4.42	4.34	4.22	0.21	-0.20	0.40 ± 0.42	No
		standard deviation	0.20	0.14	0.20	0.15				
		sample size	59	86	59	86				
	28	mean	5.11	4.96	5.05	4.92	-0.06	-0.04	-0.03 ± 0.59	No
		standard deviation	0.18	0.14	0.21	0.15				
		sample size	57	84	57	84				
	29	mean	1.04	1.04	1.18	1.03	0.14	-0.01	0.15 ± 0.11	Yes
		standard deviation	0.03	0.02	0.06	0.02				
		sample size	57	84	57	84				
	30	mean	1.42	1.26	1.36	1.19	-0.06	-0.07	0.01 ± 0.24	No
		standard deviation	0.09	0.06	0.09	0.05				
		sample size	57	84	57	84				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-10: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant?
			T	C	T	C	T	C		
Denver–Discovery	31a	mean	1.65	1.99	1.77	1.93	0.12	-0.06	0.18 ± 0.23	No
		standard deviation	0.11	0.09	0.10	0.09				
		sample size	56	81	56	81				
	31b	mean	1.94	2.26	2.11	2.24	0.17	-0.02	0.19 ± 0.26	No
		standard deviation	0.12	0.08	0.10	0.07				
		sample size	55	83	55	83				
	31c	mean	1.46	1.39	1.54	1.44	0.08	0.04	0.03 ± 0.27	No
		standard deviation	0.10	0.07	0.11	0.07				
		sample size	55	78	55	78				
	31d	mean	1.41	1.53	1.55	1.65	0.14	0.12	0.02 ± 0.26	No
		standard deviation	0.10	0.09	0.09	0.06				
		sample size	54	75	54	75				
	31e	mean	1.61	2.04	1.77	2.04	0.16	-0.00	0.16 ± 0.30	No
		standard deviation	0.10	0.09	0.10	0.08				
		sample size	56	80	56	80				
	31f	mean	1.77	2.11	2.05	2.17	0.28	0.06	0.22 ± 0.30	No
		standard deviation	0.10	0.09	0.10	0.08				
		sample size	57	81	57	81				
	HS grads	mean	3.32	2.92	3.38	3.01	0.06	0.09	-0.02 ± 0.55	No
		standard deviation	0.21	0.17	0.20	0.16				
		sample size	53	76	53	76				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: Gain Score Analysis Based On Second Follow-Up Unadjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	absences	mean	3.00	4.07	7.08	10.38	4.08	6.32	-2.24 ± 3.18	No
		standard deviation	0.43	0.88	0.97	1.59				
		sample size	83	53	83	53				
	grades	mean	2.57	2.20	2.08	1.87	-0.49	-0.33	-0.16 ± 0.23	No
		standard deviation	0.07	0.10	0.09	0.10				
		sample size	93	68	93	68				
	suspensions	mean	0.03	0.08	0.12	0.16	0.09	0.08	0.02 ± 0.19	No
		standard deviation	0.01	0.05	0.05	0.06				
		sample size	92	68	92	68				
	7	mean	1.70	1.73	3.02	2.96	1.32	1.23	0.09 ± 0.66	No
		standard deviation	0.14	0.19	0.19	0.26				
		sample size	80	48	80	48				
	8a	mean	1.47	1.13	3.97	2.68	2.50	1.56	0.95 ± 3.17	No
		standard deviation	0.32	0.27	1.04	0.36				
		sample size	77	38	77	38				
	self esteem	mean	18.44	15.80	14.27	10.75	-4.17	-5.05	0.88 ± 2.81	No
		standard deviation	0.26	0.81	0.85	1.06				
		sample size	91	76	91	76				
	14a	mean	1.22	1.18	1.34	1.26	0.12	0.08	0.04 ± 0.25	No
		standard deviation	0.05	0.07	0.06	0.08				
		sample size	78	46	78	46				
	14b	mean	1.60	1.70	1.78	1.72	0.18	0.02	0.15 ± 0.36	No
		standard deviation	0.08	0.11	0.09	0.14				
		sample size	76	43	76	43				
	14c	mean	1.70	1.93	1.90	1.89	0.20	-0.04	0.23 ± 0.36	No
		standard deviation	0.09	0.12	0.07	0.12				
		sample size	76	43	76	43				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	14d	mean	1.19	1.31	1.39	1.65	0.19	0.34	-0.15 ± 0.25	No
		standard deviation	0.06	0.09	0.07	0.11				
		sample size	75	45	75	45				
	14e	mean	2.18	2.50	2.40	2.80	0.22	0.30	-0.08 ± 0.36	No
		standard deviation	0.13	0.17	0.12	0.17				
		sample size	76	43	76	43				
	14f	mean	1.69	1.90	1.73	1.96	0.04	0.06	-0.02 ± 0.26	No
		standard deviation	0.09	0.10	0.08	0.13				
		sample size	77	44	77	44				
	14g	mean	2.05	2.07	2.05	1.78	-0.00	-0.29	0.28 ± 0.33	No
		standard deviation	0.10	0.17	0.10	0.14				
		sample size	77	45	77	45				
	14h	mean	3.03	3.04	3.19	3.07	0.16	0.03	0.13 ± 0.42	No
		standard deviation	0.14	0.19	0.13	0.19				
		sample size	76	45	76	45				
	16a	mean	0.43	0.31	0.55	0.38	0.12	0.06	0.05 ± 0.21	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	76	46	76	46				
	16f	mean	0.46	0.45	0.57	0.53	0.11	0.08	0.03 ± 0.23	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	76	46	76	46				
	16s	mean	0.43	0.50	0.62	0.49	0.19	-0.01	0.21 ± 0.22	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	76	46	76	46				
	18a	mean	1.58	1.64	1.64	1.52	0.06	-0.12	0.18 ± 0.24	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	78	47	78	47				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	18b	mean	1.47	1.47	1.31	1.38	-0.16	-0.09	-0.06 ± 0.24	No
		standard deviation	0.06	0.07	0.06	0.08				
		sample size	78	47	78	47				
	18c	mean	1.67	1.56	1.58	1.51	-0.09	-0.05	-0.04 ± 0.24	No
		standard deviation	0.05	0.07	0.06	0.07				
		sample size	78	47	78	47				
	18d	mean	1.57	1.54	1.18	1.14	-0.39	-0.40	0.01 ± 0.22	No
		standard deviation	0.06	0.07	0.04	0.06				
		sample size	78	47	78	47				
	18e	mean	1.61	1.59	1.62	1.56	0.01	-0.03	0.05 ± 0.24	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	78	47	78	47				
	18f	mean	1.90	1.87	1.90	1.92	0.00	0.05	-0.05 ± 0.12	No
		standard deviation	0.03	0.05	0.03	0.04				
		sample size	78	47	78	47				
	18g	mean	1.85	1.79	1.85	1.85	-0.00	0.07	-0.07 ± 0.17	No
		standard deviation	0.04	0.06	0.04	0.06				
		sample size	78	47	78	47				
	19a	mean	1.64	1.59	1.53	1.54	-0.11	-0.04	-0.07 ± 0.20	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	78	47	78	47				
	19b	mean	1.44	1.31	1.23	1.12	-0.20	-0.18	-0.02 ± 0.21	No
		standard deviation	0.06	0.07	0.05	0.05				
		sample size	78	47	78	47				
	19c	mean	1.63	1.57	1.58	1.46	-0.05	-0.11	0.06 ± 0.23	No
		standard deviation	0.06	0.08	0.06	0.07				
		sample size	78	47	78	47				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	19d	mean	1.59	1.62	1.43	1.39	-0.16	-0.23	0.07 ± 0.25	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	78	47	78	47				
	19e	mean	1.52	1.46	1.35	1.35	-0.17	-0.10	-0.07 ± 0.22	No
		standard deviation	0.06	0.08	0.06	0.07				
		sample size	78	47	78	47				
	19f	mean	1.90	1.80	1.88	1.79	-0.02	-0.01	-0.01 ± 0.15	No
		standard deviation	0.03	0.06	0.04	0.06				
		sample size	78	47	78	47				
	19g	mean	1.74	1.54	1.64	1.57	-0.10	0.04	-0.14 ± 0.22	No
		standard deviation	0.05	0.08	0.06	0.08				
		sample size	78	47	78	47				
	20a	mean	2.08	2.10	2.16	2.20	0.08	0.11	-0.03 ± 0.32	No
		standard deviation	0.08	0.11	0.08	0.11				
		sample size	77	47	77	47				
	20b	mean	2.23	2.14	2.26	2.29	0.03	0.14	-0.11 ± 0.38	No
		standard deviation	0.09	0.13	0.08	0.13				
		sample size	74	46	74	46				
	20c	mean	2.32	2.02	2.20	2.26	-0.12	0.23	-0.35 ± 0.33	Yes
		standard deviation	0.09	0.11	0.09	0.11				
		sample size	76	45	76	45				
	21a	mean	1.57	1.72	1.63	1.54	0.06	-0.19	0.25 ± 0.22	Yes
		standard deviation	0.06	0.07	0.06	0.08				
		sample size	68	45	68	45				
	21b	mean	1.50	1.31	1.41	1.36	-0.09	0.05	-0.14 ± 0.28	No
		standard deviation	0.07	0.08	0.07	0.08				
		sample size	59	39	59	39				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	21c	mean	1.72	1.61	1.66	1.58	-0.05	-0.03	-0.02 ± 0.22	No
		standard deviation	0.05	0.08	0.06	0.08				
		sample size	69	43	69	43				
	21d	mean	1.67	1.54	1.44	1.44	-0.23	-0.10	-0.13 ± 0.21	No
		standard deviation	0.06	0.08	0.06	0.08				
		sample size	74	42	74	42				
	22a	mean	1.81	1.99	2.12	2.20	0.31	0.21	0.11 ± 0.43	No
		standard deviation	0.11	0.17	0.13	0.17				
		sample size	77	47	77	47				
	22b	mean	1.35	1.50	1.31	1.34	-0.04	-0.15	0.11 ± 0.32	No
		standard deviation	0.08	0.15	0.07	0.09				
		sample size	78	46	78	46				
	22c	mean	2.77	3.16	2.91	3.04	0.13	-0.12	0.25 ± 0.40	No
		standard deviation	0.13	0.16	0.12	0.15				
		sample size	77	45	77	45				
	22d	mean	1.90	2.11	1.83	1.97	-0.07	-0.14	0.07 ± 0.46	No
		standard deviation	0.13	0.17	0.12	0.17				
		sample size	77	46	77	46				
	23a	mean	3.63	3.63	3.50	3.34	-0.14	-0.29	0.15 ± 0.40	No
		standard deviation	0.09	0.11	0.09	0.13				
		sample size	76	46	76	46				
	23b	mean	1.26	1.21	1.27	1.29	0.01	0.08	-0.06 ± 0.26	No
		standard deviation	0.07	0.08	0.06	0.09				
		sample size	77	46	77	46				
	23c	mean	3.34	3.28	3.04	3.20	-0.30	-0.08	-0.22 ± 0.40	No
		standard deviation	0.10	0.16	0.11	0.14				
		sample size	74	45	74	45				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	23d	mean	2.08	2.18	2.04	2.16	-0.04	-0.02	-0.02 ± 0.33	No
		standard deviation	0.11	0.15	0.10	0.13				
		sample size	75	46	75	46				
	23e	mean	3.55	3.43	3.43	3.36	-0.13	-0.07	-0.06 ± 0.45	No
		standard deviation	0.10	0.14	0.10	0.13				
		sample size	76	45	76	45				
	24a	mean	3.85	3.74	3.88	3.53	0.03	-0.21	0.25 ± 0.33	No
		standard deviation	0.06	0.10	0.06	0.14				
		sample size	75	44	75	44				
	24b	mean	1.17	1.36	1.24	1.33	0.06	-0.03	0.09 ± 0.39	No
		standard deviation	0.07	0.14	0.09	0.15				
		sample size	76	44	76	44				
	24c	mean	3.75	3.68	3.80	3.35	0.05	-0.33	0.38 ± 0.38	No
		standard deviation	0.07	0.13	0.08	0.16				
		sample size	75	43	75	43				
	24d	mean	1.67	1.91	1.68	1.76	0.00	-0.15	0.15 ± 0.39	No
		standard deviation	0.10	0.16	0.12	0.14				
		sample size	74	44	74	44				
	24e	mean	3.63	3.23	3.70	3.25	0.06	0.02	0.04 ± 0.45	No
		standard deviation	0.11	0.18	0.09	0.17				
		sample size	76	44	76	44				
	discipline	mean	6.50	6.81	6.90	6.95	0.40	0.14	0.26 ± 0.72	No
		standard deviation	0.18	0.23	0.19	0.20				
		sample size	74	40	74	40				
	teachers	mean	7.28	7.84	7.38	7.60	0.10	-0.24	0.33 ± 0.92	No
		standard deviation	0.25	0.43	0.26	0.30				
		sample size	75	40	75	40				

Note (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	26	mean	2.30	2.25	2.28	2.15	-0.02	-0.10	0.08 ± 0.32	No
		standard deviation	0.09	0.13	0.10	0.13				
		sample size	76	48	76	48				
	27	mean	5.01	5.07	4.83	4.40	-0.18	-0.67	0.48 ± 0.46	Yes
		standard deviation	0.12	0.17	0.12	0.18				
		sample size	75	48	75	48				
	28	mean	5.53	5.45	5.42	4.92	-0.12	-0.53	0.42 ± 0.50	No
		standard deviation	0.12	0.13	0.13	0.22				
		sample size	59	36	59	36				
	29	mean	1.00	1.10	1.00	1.00	0.00	-0.10	0.10 ± 0.06	Yes
		standard deviation	0.00	0.04	0.00	0.00				
		sample size	58	36	58	36				
	30	mean	1.03	1.05	1.04	1.03	0.01	-0.02	0.02 ± 0.13	No
		standard deviation	0.03	0.04	0.03	0.04				
		sample size	57	35	57	35				
	31a	mean	1.61	1.56	1.68	1.67	0.07	0.11	-0.04 ± 0.27	No
		standard deviation	0.09	0.12	0.09	0.12				
		sample size	72	41	72	41				
	31b	mean	2.40	2.13	2.51	2.31	0.11	0.19	-0.07 ± 0.30	No
		standard deviation	0.08	0.12	0.07	0.12				
		sample size	76	41	76	41				
	31c	mean	1.52	1.51	1.92	1.76	0.40	0.26	0.14 ± 0.33	No
		standard deviation	0.08	0.11	0.08	0.11				
		sample size	72	39	72	39				
	31d	mean	1.76	1.79	2.00	2.11	0.23	0.33	-0.09 ± 0.36	No
		standard deviation	0.08	0.12	0.07	0.10				
		sample size	71	40	71	40				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	31e	mean	1.95	1.98	1.99	2.27	0.05	0.29	-0.25 ± 0.37	No
		standard deviation	0.09	0.13	0.09	0.10				
		sample size	72	45	72	45				
	31f	mean	2.47	2.25	2.39	2.54	-0.08	0.29	-0.37 ± 0.31	Yes
		standard deviation	0.07	0.11	0.08	0.09				
		sample size	75	42	75	42				
	HS grads	mean	2.99	3.22	2.89	2.66	-0.10	-0.56	0.45 ± 0.71	No
		standard deviation	0.20	0.25	0.21	0.25				
		sample size	70	36	70	36				
Denver–Discovery	absences	mean	9.27	5.40	7.77	2.67	-1.50	-2.73	1.23 ± 5.91	No
		standard deviation	5.97	1.04	6.27	0.43				
		sample size	7	45	7	45				
	grades	mean	1.69	2.71	1.28	2.58	-0.41	-0.13	-0.28 ± 0.38	No
		standard deviation	0.20	0.11	0.22	0.11				
		sample size	17	51	17	51				
	suspensions	mean	1.68	0.86	0.54	0.25	-1.14	-0.61	-0.52 ± 1.04	No
		standard deviation	0.31	0.28	0.28	0.08				
		sample size	83	74	83	74				
	7	mean	1.72	1.72	2.78	2.29	1.07	0.56	0.50 ± 0.79	No
		standard deviation	0.19	0.19	0.28	0.22				
		sample size	41	53	41	53				
	8a	mean	1.66	1.88	3.29	2.68	1.63	0.80	0.83 ± 1.53	No
		standard deviation	0.37	0.38	0.42	0.43				
		sample size	36	48	36	48				
	self esteem	mean	18.17	17.91	7.67	8.82	-10.51	-9.09	-1.42 ± 2.64	No
		standard deviation	0.23	0.40	1.02	0.94				
		sample size	86	103	86	103				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	14a	mean	1.38	1.02	1.46	1.08	0.08	0.06	0.02 ± 0.29	No
		standard deviation	0.12	0.02	0.12	0.06				
		sample size	40	51	40	51				
	14b	mean	1.75	1.39	1.86	1.51	0.11	0.12	-0.01 ± 0.37	No
		standard deviation	0.10	0.09	0.14	0.10				
		sample size	41	51	41	51				
	14c	mean	2.27	1.58	2.13	1.73	-0.14	0.15	-0.29 ± 0.48	No
		standard deviation	0.16	0.09	0.18	0.11				
		sample size	41	50	41	50				
	14d	mean	1.98	1.47	2.17	1.74	0.19	0.26	-0.07 ± 0.42	No
		standard deviation	0.14	0.08	0.17	0.11				
		sample size	41	51	41	51				
	14e	mean	2.92	2.16	2.71	2.32	-0.21	0.16	-0.37 ± 0.51	No
		standard deviation	0.17	0.18	0.18	0.15				
		sample size	39	49	39	49				
	14f	mean	2.18	1.86	1.83	1.87	-0.34	0.00	-0.34 ± 0.37	No
		standard deviation	0.14	0.11	0.17	0.12				
		sample size	38	51	38	51				
	14g	mean	1.71	1.77	1.77	1.79	0.06	0.01	0.04 ± 0.48	No
		standard deviation	0.15	0.12	0.16	0.12				
		sample size	41	50	41	50				
	14h	mean	3.42	3.20	3.51	3.47	0.09	0.27	-0.18 ± 0.35	No
		standard deviation	0.10	0.16	0.14	0.14				
		sample size	41	50	41	50				
	16a	mean	0.17	0.29	0.12	0.29	-0.05	0.00	-0.05 ± 0.27	No
		standard deviation	0.05	0.07	0.06	0.07				
		sample size	39	49	39	49				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	16f	mean	0.38	0.53	0.47	0.53	0.09	-0.00	0.09 ± 0.29	No
		standard deviation	0.08	0.08	0.09	0.08				
		sample size	39	49	39	49				
	16s	mean	0.07	0.43	0.30	0.47	0.23	0.05	0.19 ± 0.26	No
		standard deviation	0.04	0.08	0.07	0.07				
		sample size	39	49	39	49				
	18a	mean	1.70	1.60	1.62	1.46	-0.08	-0.14	0.06 ± 0.31	No
		standard deviation	0.08	0.06	0.09	0.07				
		sample size	41	53	41	53				
	18b	mean	1.69	1.82	1.45	1.47	-0.24	-0.35	0.10 ± 0.29	No
		standard deviation	0.08	0.05	0.08	0.07				
		sample size	41	53	41	53				
	18c	mean	1.41	1.82	1.57	1.64	0.16	-0.18	0.34 ± 0.27	Yes
		standard deviation	0.09	0.05	0.09	0.07				
		sample size	41	53	41	53				
	18d	mean	1.55	1.40	1.41	1.23	-0.14	-0.17	0.03 ± 0.30	No
		standard deviation	0.09	0.07	0.09	0.07				
		sample size	41	53	41	53				
	18e	mean	1.64	1.60	1.77	1.72	0.13	0.11	0.02 ± 0.29	No
		standard deviation	0.08	0.06	0.07	0.07				
		sample size	41	53	41	53				
	18f	mean	1.99	1.90	2.00	1.93	0.01	0.03	-0.02 ± 0.13	No
		standard deviation	0.03	0.03	0.00	0.04				
		sample size	41	53	41	53				
	18g	mean	1.85	1.81	1.87	1.87	0.02	0.07	-0.05 ± 0.22	No
		standard deviation	0.06	0.05	0.06	0.05				
		sample size	41	53	41	53				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	19a	mean	1.57	1.67	1.44	1.47	-0.13	-0.20	0.07 ± 0.30	No
		standard deviation	0.08	0.07	0.08	0.08				
		sample size	41	53	41	53				
	19b	mean	1.41	1.57	1.35	1.33	-0.06	-0.24	0.17 ± 0.30	No
		standard deviation	0.09	0.07	0.08	0.07				
		sample size	41	53	41	53				
	19c	mean	1.64	1.55	1.51	1.42	-0.13	-0.13	-0.00 ± 0.31	No
		standard deviation	0.08	0.07	0.09	0.07				
		sample size	41	53	41	53				
	19d	mean	1.65	1.43	1.59	1.30	-0.06	-0.14	0.08 ± 0.30	No
		standard deviation	0.08	0.07	0.09	0.07				
		sample size	41	53	41	53				
	19e	mean	1.46	1.45	1.46	1.40	0.00	-0.05	0.05 ± 0.32	No
		standard deviation	0.09	0.07	0.09	0.07				
		sample size	41	53	41	53				
	19f	mean	1.91	1.87	1.80	1.82	-0.11	-0.06	-0.05 ± 0.19	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	41	53	41	53				
	19g	mean	1.78	1.72	1.69	1.62	-0.09	-0.10	0.01 ± 0.28	No
		standard deviation	0.07	0.06	0.08	0.07				
		sample size	41	53	41	53				
	20a	mean	2.12	2.19	1.98	2.21	-0.14	0.02	-0.16 ± 0.32	No
		standard deviation	0.12	0.09	0.11	0.09				
		sample size	41	52	41	52				
	20b	mean	1.99	2.41	2.24	2.34	0.25	-0.07	0.31 ± 0.39	No
		standard deviation	0.14	0.10	0.14	0.10				
		sample size	39	53	39	53				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver-Discovery	20c	mean	2.15	2.26	2.20	2.25	0.05	-0.01	0.06 ± 0.39	No
		standard deviation	0.11	0.10	0.14	0.10				
		sample size	41	53	41	53				
	21a	mean	1.66	1.44	1.71	1.29	0.06	-0.15	0.21 ± 0.33	No
		standard deviation	0.09	0.08	0.10	0.07				
		sample size	32	45	32	45				
	21b	mean	1.15	1.26	1.17	1.28	0.01	0.02	-0.01 ± 0.32	No
		standard deviation	0.08	0.08	0.08	0.08				
		sample size	34	40	34	40				
	21c	mean	1.83	1.69	1.88	1.78	0.05	0.09	-0.04 ± 0.22	No
		standard deviation	0.07	0.08	0.07	0.07				
		sample size	35	43	35	43				
	21d	mean	1.74	1.59	1.63	1.41	-0.11	-0.18	0.07 ± 0.28	No
		standard deviation	0.07	0.08	0.09	0.08				
		sample size	38	45	38	45				
	22a	mean	1.82	1.83	2.25	2.05	0.44	0.22	0.22 ± 0.47	No
		standard deviation	0.15	0.14	0.17	0.14				
		sample size	41	53	41	53				
	22b	mean	1.49	1.44	1.49	1.50	0.00	0.06	-0.06 ± 0.43	No
		standard deviation	0.15	0.09	0.13	0.12				
		sample size	41	53	41	53				
	22c	mean	3.33	3.04	3.22	2.97	-0.11	-0.06	-0.04 ± 0.47	No
		standard deviation	0.17	0.14	0.16	0.14				
		sample size	40	53	40	53				
	22d	mean	2.23	2.14	2.07	2.15	-0.16	0.00	-0.17 ± 0.54	No
		standard deviation	0.17	0.15	0.18	0.17				
		sample size	40	53	40	53				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	23a	mean	3.00	2.88	2.87	2.90	-0.13	0.02	-0.15 ± 0.44	No
		standard deviation	0.17	0.15	0.17	0.13				
		sample size	40	53	40	53				
	23b	mean	1.41	1.41	1.33	1.43	-0.08	0.02	-0.10 ± 0.38	No
		standard deviation	0.11	0.11	0.11	0.09				
		sample size	40	53	40	53				
	23c	mean	2.79	2.91	2.83	3.03	0.03	0.12	-0.09 ± 0.49	No
		standard deviation	0.19	0.13	0.14	0.16				
		sample size	40	53	40	53				
	23d	mean	2.62	2.29	2.13	2.31	-0.50	0.02	-0.52 ± 0.45	Yes
		standard deviation	0.14	0.14	0.17	0.15				
		sample size	39	52	39	52				
	23e	mean	2.92	2.98	3.06	3.04	0.14	0.06	0.08 ± 0.49	No
		standard deviation	0.15	0.14	0.16	0.12				
		sample size	40	53	40	53				
	24a	mean	3.60	3.62	3.67	3.57	0.07	-0.05	0.12 ± 0.39	No
		standard deviation	0.12	0.11	0.10	0.11				
		sample size	40	53	40	53				
	24b	mean	1.25	1.16	1.19	1.27	-0.07	0.12	-0.18 ± 0.42	No
		standard deviation	0.12	0.07	0.11	0.11				
		sample size	40	51	40	51				
	24c	mean	3.53	3.70	3.60	3.62	0.07	-0.07	0.14 ± 0.34	No
		standard deviation	0.11	0.07	0.08	0.11				
		sample size	40	53	40	53				
	24d	mean	1.76	1.82	1.79	1.69	0.03	-0.13	0.16 ± 0.48	No
		standard deviation	0.15	0.13	0.18	0.13				
		sample size	40	50	40	50				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	24e	mean	3.30	3.35	3.32	3.24	0.02	-0.11	0.13 ± 0.57	No
		standard deviation	0.17	0.15	0.16	0.16				
		sample size	40	53	40	53				
	discipline	mean	7.48	6.60	7.12	6.30	-0.36	-0.30	-0.06 ± 0.81	No
		standard deviation	0.21	0.22	0.27	0.23				
		sample size	39	50	39	50				
	disruptions	mean	7.37	6.93	7.02	6.81	-0.35	-0.13	-0.23 ± 0.95	No
		standard deviation	0.30	0.20	0.21	0.24				
		sample size	30	42	30	42				
	teachers	mean	8.53	7.45	8.51	7.82	-0.02	0.37	-0.39 ± 1.11	No
		standard deviation	0.39	0.29	0.54	0.31				
		sample size	34	50	34	50				
	26	mean	2.71	2.38	2.52	2.33	-0.19	-0.05	-0.13 ± 0.40	No
		standard deviation	0.15	0.12	0.13	0.11				
		sample size	41	53	41	53				
	27	mean	4.10	4.33	4.03	4.53	-0.07	0.20	-0.27 ± 0.65	No
		standard deviation	0.24	0.18	0.28	0.15				
		sample size	41	53	41	53				
	28	mean	4.90	5.17	4.96	5.38	0.06	0.22	-0.15 ± 0.73	No
		standard deviation	0.23	0.22	0.27	0.18				
		sample size	38	46	38	46				
	29	mean	1.10	1.07	1.12	1.00	0.02	-0.07	0.09 ± 0.15	No
		standard deviation	0.04	0.05	0.05	0.00				
		sample size	37	46	37	46				
	30	mean	1.49	1.17	1.21	1.14	-0.28	-0.03	-0.25 ± 0.27	No
		standard deviation	0.13	0.08	0.07	0.06				
		sample size	37	46	37	46				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-11: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	31a	mean	1.91	1.97	2.07	2.11	0.17	0.14	0.03 ± 0.35	No
		standard deviation	0.13	0.12	0.16	0.13				
		sample size	38	50	38	50				
	31b	mean	2.03	2.13	2.16	2.39	0.13	0.26	-0.14 ± 0.40	No
		standard deviation	0.15	0.10	0.14	0.10				
		sample size	37	51	37	51				
	31c	mean	1.37	1.42	1.58	1.83	0.21	0.41	-0.20 ± 0.37	No
		standard deviation	0.11	0.07	0.13	0.09				
		sample size	36	47	36	47				
	31d	mean	1.29	1.59	1.52	1.84	0.23	0.25	-0.02 ± 0.36	No
		standard deviation	0.10	0.09	0.11	0.10				
		sample size	38	49	38	49				
	31e	mean	1.90	2.10	2.40	2.04	0.50	-0.06	0.56 ± 0.38	Yes
		standard deviation	0.11	0.12	0.13	0.10				
		sample size	38	51	38	51				
	31f	mean	2.02	2.16	2.38	2.25	0.35	0.09	0.26 ± 0.41	No
		standard deviation	0.13	0.12	0.15	0.10				
		sample size	39	51	39	51				
	HS grads	mean	2.95	3.08	2.50	2.36	-0.46	-0.72	0.26 ± 0.70	No
		standard deviation	0.27	0.24	0.28	0.21				
		sample size	33	46	33	46				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: Pre-Treatment Differences Based on Adjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	absences	mean	4.02	5.03	-1.01 ± 1.79	No
		standard deviation	0.51	0.74		
		sample size	100	98		
	grades	mean	2.44	1.97	0.47 ± 0.24	Yes
		standard deviation	0.08	0.09		
		sample size	100	98		
	suspensions	mean	0.04	0.11	-0.07 ± 0.10	No
		standard deviation	0.02	0.05		
		sample size	100	98		
	7	mean	1.86	2.12	-0.26 ± 0.39	No
		standard deviation	0.14	0.14		
		sample size	100	98		
	8a	mean	1.44	1.21	0.23 ± 0.63	No
		standard deviation	0.26	0.18		
		sample size	100	98		
	self esteem	mean	18.60	18.24	0.36 ± 0.46	No
		standard deviation	0.15	0.17		
		sample size	100	98		
	14a	mean	1.18	1.33	-0.15 ± 0.15	Yes
		standard deviation	0.04	0.06		
		sample size	100	98		
	14b	mean	1.63	1.81	-0.18 ± 0.22	No
		standard deviation	0.07	0.08		
		sample size	100	98		
	14c	mean	1.70	1.95	-0.25 ± 0.23	Yes
		standard deviation	0.07	0.09		
		sample size	100	98		

Note (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	14d	mean	1.20	1.38	-0.19 ± 0.17	Yes
		standard deviation	0.05	0.07		
		sample size	100	98		
	14e	mean	2.25	2.36	-0.11 ± 0.32	No
		standard deviation	0.11	0.12		
		sample size	100	98		
	14f	mean	1.68	1.80	-0.13 ± 0.21	No
		standard deviation	0.08	0.07		
		sample size	100	98		
	14g	mean	1.96	2.00	-0.04 ± 0.27	No
		standard deviation	0.09	0.11		
		sample size	100	98		
	14h	mean	3.12	3.13	-0.01 ± 0.33	No
		standard deviation	0.11	0.12		
		sample size	100	98		
	16a	mean	0.40	0.25	0.15 ± 0.13	Yes
		standard deviation	0.05	0.04		
		sample size	100	98		
	16f	mean	0.42	0.42	0.01 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	16s	mean	0.38	0.44	-0.06 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	18a	mean	1.58	1.61	-0.03 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	18b	mean	1.45	1.47	-0.02 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	18c	mean	1.66	1.53	0.13 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	18d	mean	1.53	1.50	0.03 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	18e	mean	1.65	1.61	0.04 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	18f	mean	1.91	1.91	0.01 ± 0.08	No
		standard deviation	0.03	0.03		
		sample size	100	98		
	18g	mean	1.85	1.78	0.06 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	100	98		
	19a	mean	1.64	1.59	0.05 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	19b	mean	1.43	1.28	0.15 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	100	98		
	19c	mean	1.62	1.50	0.12 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	19d	mean	1.56	1.44	0.12 ± 0.15	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	19e	mean	1.51	1.51	-0.00 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	19f	mean	1.89	1.86	0.02 ± 0.10	No
		standard deviation	0.03	0.04		
		sample size	100	98		
	19g	mean	1.69	1.62	0.07 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	20a	mean	2.08	2.06	0.01 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	100	98		
	20b	mean	2.21	2.21	0.01 ± 0.22	No
		standard deviation	0.08	0.08		
		sample size	100	98		
	20c	mean	2.27	2.10	0.17 ± 0.21	No
		standard deviation	0.08	0.07		
		sample size	100	98		
	21a	mean	1.52	1.64	-0.13 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	21b	mean	1.45	1.36	0.09 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	21c	mean	1.70	1.66	0.04 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	21d	mean	1.70	1.62	0.08 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	100	98		
	22a	mean	1.74	1.90	-0.17 ± 0.29	No
		standard deviation	0.09	0.11		
		sample size	100	98		
	22b	mean	1.32	1.45	-0.13 ± 0.23	No
		standard deviation	0.07	0.09		
		sample size	100	98		
	22c	mean	2.76	2.95	-0.18 ± 0.33	No
		standard deviation	0.12	0.12		
		sample size	100	98		
	22d	mean	1.91	2.09	-0.18 ± 0.32	No
		standard deviation	0.11	0.12		
		sample size	100	98		
	23a	mean	3.62	3.38	0.24 ± 0.24	Yes
		standard deviation	0.08	0.09		
		sample size	100	98		
	23b	mean	1.23	1.20	0.03 ± 0.16	No
		standard deviation	0.06	0.05		
		sample size	100	98		
	23c	mean	3.39	3.24	0.15 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	100	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	23d	mean	2.00	2.14	-0.14 ± 0.27	No
		standard deviation	0.09	0.10		
		sample size	100	98		
	23e	mean	3.57	3.30	0.27 ± 0.25	Yes
		standard deviation	0.08	0.09		
		sample size	100	98		
	24a	mean	3.84	3.78	0.06 ± 0.17	No
		standard deviation	0.06	0.06		
		sample size	100	98		
	24b	mean	1.16	1.32	-0.16 ± 0.20	No
		standard deviation	0.06	0.08		
		sample size	100	98		
	24c	mean	3.79	3.76	0.04 ± 0.18	No
		standard deviation	0.06	0.07		
		sample size	100	98		
	24d	mean	1.69	1.68	0.01 ± 0.26	No
		standard deviation	0.09	0.10		
		sample size	100	98		
	24e	mean	3.63	3.41	0.22 ± 0.29	No
		standard deviation	0.09	0.11		
		sample size	100	98		
	discipline	mean	6.60	6.85	-0.25 ± 0.45	No
		standard deviation	0.16	0.16		
		sample size	100	98		
	disruptions	mean	7.78	7.60	0.18 ± 0.49	No
		standard deviation	0.17	0.17		
		sample size	100	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	teachers	mean	7.22	7.77	-0.55 ± 0.64	No
		standard deviation	0.21	0.24		
		sample size	100	98		
	26	mean	2.24	2.34	-0.10 ± 0.24	No
		standard deviation	0.08	0.09		
		sample size	100	98		
	27	mean	4.75	4.56	0.19 ± 0.33	No
		standard deviation	0.11	0.13		
		sample size	100	98		
	28	mean	5.36	5.12	0.24 ± 0.33	No
		standard deviation	0.11	0.13		
		sample size	100	98		
	29	mean	1.00	1.08	-0.08 ± 0.06	Yes
		standard deviation	0.00	0.03		
		sample size	100	98		
	30	mean	1.04	1.19	-0.15 ± 0.14	Yes
		standard deviation	0.03	0.06		
		sample size	100	98		
	31a	mean	1.57	1.68	-0.11 ± 0.21	No
		standard deviation	0.07	0.08		
		sample size	100	98		
	31b	mean	2.37	2.30	0.07 ± 0.22	No
		standard deviation	0.07	0.08		
		sample size	100	98		
	31c	mean	1.56	1.45	0.11 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	100	98		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Memphis	31d	mean	1.73	1.78	-0.04 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	100	98		
	31e	mean	1.95	1.97	-0.02 ± 0.23	No
		standard deviation	0.08	0.08		
		sample size	100	98		
	31f	mean	2.38	2.31	0.07 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	100	98		
	HS grad	mean	2.99	2.77	0.23 ± 0.45	No
		standard deviation	0.16	0.16		
		sample size	100	98		
Denver–Discovery	absences	mean	10.13	7.56	2.56 ± 2.47	Yes
		standard deviation	0.97	0.85		
		sample size	99	110		
	grades	mean	1.98	2.46	-0.49 ± 0.22	Yes
		standard deviation	0.08	0.08		
		sample size	99	110		
	suspensions	mean	1.55	1.21	0.34 ± 0.70	No
		standard deviation	0.27	0.24		
		sample size	99	110		
	7	mean	1.99	2.02	-0.03 ± 0.37	No
		standard deviation	0.14	0.13		
		sample size	99	110		
	8a	mean	1.62	2.08	-0.46 ± 0.73	No
		standard deviation	0.21	0.31		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	self esteem	mean	18.09	18.65	-0.56 ± 0.47	Yes
		standard deviation	0.21	0.14		
		sample size	99	110		
	14a	mean	1.46	1.08	0.38 ± 0.15	Yes
		standard deviation	0.07	0.04		
		sample size	99	110		
	14b	mean	1.85	1.59	0.26 ± 0.18	Yes
		standard deviation	0.07	0.06		
		sample size	99	110		
	14c	mean	2.07	1.83	0.24 ± 0.23	Yes
		standard deviation	0.10	0.07		
		sample size	99	110		
	14d	mean	1.95	1.64	0.31 ± 0.21	Yes
		standard deviation	0.08	0.07		
		sample size	99	110		
	14e	mean	2.76	2.31	0.45 ± 0.32	Yes
		standard deviation	0.12	0.12		
		sample size	99	110		
	14f	mean	2.19	1.91	0.27 ± 0.23	Yes
		standard deviation	0.09	0.07		
		sample size	99	110		
	14g	mean	1.82	1.68	0.14 ± 0.22	No
		standard deviation	0.09	0.07		
		sample size	99	110		
	14h	mean	3.53	3.36	0.17 ± 0.25	No
		standard deviation	0.08	0.10		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	16a	mean	0.13	0.23	-0.10 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	99	110		
	16f	mean	0.38	0.51	-0.13 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	16s	mean	0.16	0.28	-0.12 ± 0.11	Yes
		standard deviation	0.04	0.04		
		sample size	99	110		
	18a	mean	1.63	1.65	-0.02 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	18b	mean	1.70	1.79	-0.09 ± 0.12	No
		standard deviation	0.05	0.04		
		sample size	99	110		
	18c	mean	1.45	1.66	-0.21 ± 0.14	Yes
		standard deviation	0.05	0.05		
		sample size	99	110		
	18d	mean	1.55	1.48	0.07 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	18e	mean	1.61	1.70	-0.09 ± 0.13	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	18f	mean	1.97	1.91	0.07 ± 0.06	Yes
		standard deviation	0.02	0.03		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	18g	mean	1.79	1.84	-0.05 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	99	110		
	19a	mean	1.61	1.63	-0.02 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	19b	mean	1.54	1.52	0.01 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	19c	mean	1.53	1.55	-0.03 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	19d	mean	1.60	1.55	0.06 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	19e	mean	1.56	1.48	0.08 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	19f	mean	1.88	1.91	-0.02 ± 0.08	No
		standard deviation	0.03	0.03		
		sample size	99	110		
	19g	mean	1.78	1.75	0.04 ± 0.12	No
		standard deviation	0.04	0.04		
		sample size	99	110		
	20a	mean	1.90	2.09	-0.19 ± 0.19	Yes
		standard deviation	0.07	0.07		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	20b	mean	1.99	2.21	-0.22 ± 0.21	Yes
		standard deviation	0.08	0.07		
		sample size	99	110		
	20c	mean	2.10	2.16	-0.06 ± 0.20	No
		standard deviation	0.07	0.07		
		sample size	99	110		
	21a	mean	1.55	1.44	0.11 ± 0.14	No
		standard deviation	0.05	0.05		
		sample size	99	110		
	21b	mean	1.14	1.33	-0.20 ± 0.12	Yes
		standard deviation	0.04	0.05		
		sample size	99	110		
	21c	mean	1.84	1.78	0.07 ± 0.11	No
		standard deviation	0.04	0.04		
		sample size	99	110		
	21d	mean	1.79	1.66	0.13 ± 0.12	Yes
		standard deviation	0.04	0.05		
		sample size	99	110		
	22a	mean	1.80	1.80	-0.01 ± 0.25	No
		standard deviation	0.09	0.09		
		sample size	99	110		
	22b	mean	1.61	1.44	0.17 ± 0.20	No
		standard deviation	0.09	0.06		
		sample size	99	110		
	22c	mean	3.12	3.02	0.09 ± 0.27	No
		standard deviation	0.10	0.09		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	22d	mean	2.20	2.08	0.11 ± 0.28	No
		standard deviation	0.10	0.10		
		sample size	99	110		
	23a	mean	2.82	2.88	-0.06 ± 0.27	No
		standard deviation	0.10	0.10		
		sample size	99	110		
	23b	mean	1.50	1.42	0.07 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	99	110		
	23c	mean	2.77	2.93	-0.15 ± 0.25	No
		standard deviation	0.10	0.09		
		sample size	99	110		
	23d	mean	2.71	2.37	0.34 ± 0.26	Yes
		standard deviation	0.10	0.09		
		sample size	99	110		
	23e	mean	2.73	2.91	-0.17 ± 0.26	No
		standard deviation	0.09	0.10		
		sample size	99	110		
	24a	mean	3.55	3.60	-0.05 ± 0.23	No
		standard deviation	0.08	0.09		
		sample size	99	110		
	24b	mean	1.23	1.17	0.07 ± 0.16	No
		standard deviation	0.07	0.05		
		sample size	99	110		
	24c	mean	3.53	3.65	-0.13 ± 0.21	No
		standard deviation	0.08	0.07		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	24d	mean	1.96	1.87	0.09 ± 0.25	No
		standard deviation	0.09	0.09		
		sample size	99	110		
	24e	mean	3.10	3.24	-0.15 ± 0.30	No
		standard deviation	0.11	0.11		
		sample size	99	110		
	discipline	mean	7.19	6.88	0.31 ± 0.37	No
		standard deviation	0.11	0.15		
		sample size	99	110		
	disruptions	mean	7.65	6.97	0.68 ± 0.39	Yes
		standard deviation	0.14	0.15		
		sample size	99	110		
	teachers	mean	8.50	7.91	0.59 ± 0.54	Yes
		standard deviation	0.20	0.20		
		sample size	99	110		
	26	mean	2.69	2.44	0.25 ± 0.22	Yes
		standard deviation	0.09	0.08		
		sample size	99	110		
	27	mean	3.93	4.20	-0.26 ± 0.37	No
		standard deviation	0.14	0.13		
		sample size	99	110		
	28	mean	4.91	4.91	0.00 ± 0.38	No
		standard deviation	0.14	0.13		
		sample size	99	110		
	29	mean	1.08	1.07	0.02 ± 0.08	No
		standard deviation	0.03	0.03		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students

Table C-12: (Continued)

Project	Measure	Statistic[1]	Treatment Group	Control Group	95% CI for the Difference (T – C)	Statistically Significant?
Denver–Discovery	30	mean	1.49	1.33	0.16 ± 0.18	No
		standard deviation	0.07	0.06		
		sample size	99	110		
	31a	mean	1.60	1.93	-0.33 ± 0.20	Yes
		standard deviation	0.07	0.08		
		sample size	99	110		
	31b	mean	1.84	2.22	-0.38 ± 0.20	Yes
		standard deviation	0.08	0.07		
		sample size	99	110		
	31c	mean	1.49	1.44	0.05 ± 0.19	No
		standard deviation	0.07	0.07		
		sample size	99	110		
	31d	mean	1.40	1.60	-0.20 ± 0.19	Yes
		standard deviation	0.07	0.07		
		sample size	99	110		
	31e	mean	1.68	2.00	-0.32 ± 0.21	Yes
		standard deviation	0.08	0.07		
		sample size	99	110		
	31f	mean	1.77	2.06	-0.28 ± 0.20	Yes
		standard deviation	0.07	0.08		
		sample size	99	110		
	HS grad	mean	3.08	3.08	0.00 ± 0.39	No
		standard deviation	0.14	0.14		
		sample size	99	110		

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: Gain Score Analysis Based On First Follow-Up Adjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	absences	mean	4.02	5.03	6.51	11.45	2.49	6.41	-3.93 ± 2.29	Yes
		standard deviation	0.51	0.74	0.74	1.07				
		sample size	100	98	100	98				
	grades	mean	2.44	1.97	2.34	1.79	-0.10	-0.17	0.08 ± 0.21	No
		standard deviation	0.08	0.09	0.09	0.10				
		sample size	100	98	100	98				
	suspensions	mean	0.04	0.11	0.12	0.18	0.08	0.07	0.01 ± 0.14	No
		standard deviation	0.02	0.05	0.04	0.05				
		sample size	100	98	100	98				
	7	mean	1.86	2.12	2.10	2.24	0.23	0.12	0.11 ± 0.45	No
		standard deviation	0.14	0.14	0.13	0.16				
		sample size	100	98	100	98				
	8a	mean	1.44	1.21	2.53	1.46	1.09	0.25	0.83 ± 1.89	No
		standard deviation	0.26	0.18	0.88	0.20				
		sample size	100	98	100	98				
	self esteem	mean	18.60	18.24	18.37	18.27	-0.23	0.03	-0.26 ± 0.45	No
		standard deviation	0.15	0.17	0.15	0.14				
		sample size	100	98	100	98				
	14a	mean	1.18	1.33	1.32	1.37	0.15	0.05	0.10 ± 0.18	No
		standard deviation	0.04	0.06	0.06	0.06				
		sample size	100	98	100	98				
	14b	mean	1.63	1.81	1.72	1.84	0.09	0.03	0.06 ± 0.25	No
		standard deviation	0.07	0.08	0.07	0.07				
		sample size	100	98	100	98				
	14c	mean	1.70	1.95	1.76	1.87	0.07	-0.08	0.15 ± 0.27	No
		standard deviation	0.07	0.09	0.07	0.09				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

			Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
Project	Measure	Statistic[1]	T	C	T	C	T	C		
Memphis	14d	mean	1.20	1.38	1.42	1.49	0.22	0.11	0.11 ± 0.21	No
		standard deviation	0.05	0.07	0.07	0.07				
		sample size	100	98	100	98				
	14e	mean	2.25	2.36	2.13	2.31	-0.12	-0.05	-0.08 ± 0.30	No
		standard deviation	0.11	0.12	0.11	0.11				
		sample size	100	98	100	98				
	14f	mean	1.68	1.80	1.78	1.95	0.10	0.15	-0.04 ± 0.23	No
		standard deviation	0.08	0.07	0.08	0.08				
		sample size	100	98	100	98				
	14g	mean	1.96	2.00	1.71	1.85	-0.25	-0.15	-0.10 ± 0.24	No
		standard deviation	0.09	0.11	0.09	0.09				
		sample size	100	98	100	98				
	14h	mean	3.12	3.13	2.96	3.07	-0.16	-0.06	-0.09 ± 0.22	No
		standard deviation	0.11	0.12	0.12	0.12				
		sample size	100	98	100	98				
	16a	mean	0.40	0.25	0.00	0.00	-0.40	-0.25	-0.15 ± 0.13	Yes
		standard deviation	0.05	0.04	0.00	0.00				
		sample size	100	98	100	98				
	16f	mean	0.42	0.42	0.00	0.00	-0.42	-0.42	-0.01 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	16s	mean	0.38	0.44	0.00	0.00	-0.38	-0.44	0.06 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	18a	mean	1.58	1.61	1.00	1.00	-0.58	-0.61	0.03 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	18b	mean	1.45	1.47	1.00	1.00	-0.45	-0.47	0.02 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	18c	mean	1.66	1.53	1.00	1.00	-0.66	-0.53	-0.13 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	18d	mean	1.53	1.50	1.00	1.00	-0.53	-0.50	-0.03 ± 0.15	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	18e	mean	1.65	1.61	1.00	1.00	-0.65	-0.61	-0.04 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	18f	mean	1.91	1.91	1.00	1.00	-0.91	-0.91	-0.01 ± 0.08	No
		standard deviation	0.03	0.03	0.00	0.00				
		sample size	100	98	100	98				
	18g	mean	1.85	1.78	1.00	1.00	-0.85	-0.78	-0.06 ± 0.11	No
		standard deviation	0.04	0.04	0.00	0.00				
		sample size	100	98	100	98				
	19a	mean	1.64	1.59	1.00	1.00	-0.64	-0.59	-0.05 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	19b	mean	1.43	1.28	1.00	1.00	-0.43	-0.28	-0.15 ± 0.14	Yes
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	19c	mean	1.62	1.50	1.00	1.00	-0.62	-0.50	-0.12 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	19d	mean	1.56	1.44	1.00	1.00	-0.56	-0.44	-0.12 ± 0.15	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	19e	mean	1.51	1.51	1.00	1.00	-0.51	-0.51	0.00 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	19f	mean	1.89	1.86	1.00	1.00	-0.89	-0.86	-0.02 ± 0.10	No
		standard deviation	0.03	0.04	0.00	0.00				
		sample size	100	98	100	98				
	19g	mean	1.69	1.62	1.00	1.00	-0.69	-0.62	-0.07 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	20a	mean	2.08	2.06	1.00	1.00	-1.08	-1.06	-0.01 ± 0.20	No
		standard deviation	0.07	0.07	0.00	0.00				
		sample size	100	98	100	98				
	20b	mean	2.21	2.21	1.00	1.00	-1.21	-1.21	-0.01 ± 0.22	No
		standard deviation	0.08	0.08	0.00	0.00				
		sample size	100	98	100	98				
	20c	mean	2.27	2.10	1.00	1.00	-1.27	-1.10	-0.17 ± 0.21	No
		standard deviation	0.08	0.07	0.00	0.00				
		sample size	100	98	100	98				
	21a	mean	1.52	1.64	1.00	1.00	-0.52	-0.64	0.13 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	21b	mean	1.45	1.36	1.00	1.00	-0.45	-0.36	-0.09 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	21c	mean	1.70	1.66	1.00	1.00	-0.70	-0.66	-0.04 ± 0.13	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	21d	mean	1.70	1.62	1.00	1.00	-0.70	-0.62	-0.08 ± 0.14	No
		standard deviation	0.05	0.05	0.00	0.00				
		sample size	100	98	100	98				
	22a	mean	1.74	1.90	1.97	2.06	0.23	0.16	0.08 ± 0.30	No
		standard deviation	0.09	0.11	0.10	0.11				
		sample size	100	98	100	98				
	22b	mean	1.32	1.45	1.28	1.35	-0.04	-0.10	0.06 ± 0.24	No
		standard deviation	0.07	0.09	0.06	0.07				
		sample size	100	98	100	98				
	22c	mean	2.76	2.95	2.81	2.79	0.05	-0.15	0.20 ± 0.29	No
		standard deviation	0.12	0.12	0.10	0.11				
		sample size	100	98	100	98				
	22d	mean	1.91	2.09	1.94	1.92	0.04	-0.16	0.20 ± 0.36	No
		standard deviation	0.11	0.12	0.10	0.11				
		sample size	100	98	100	98				
	23a	mean	3.62	3.38	3.49	3.50	-0.13	0.13	-0.26 ± 0.26	No
		standard deviation	0.08	0.09	0.09	0.08				
		sample size	100	98	100	98				
	23b	mean	1.23	1.20	1.19	1.15	-0.04	-0.05	0.02 ± 0.18	No
		standard deviation	0.06	0.05	0.04	0.04				
		sample size	100	98	100	98				
	23c	mean	3.39	3.24	3.19	3.25	-0.20	0.01	-0.21 ± 0.27	No
		standard deviation	0.08	0.09	0.09	0.09				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	23d	mean	2.00	2.14	1.91	2.15	-0.09	0.01	-0.10 ± 0.21	No
		standard deviation	0.09	0.10	0.08	0.09				
		sample size	100	98	100	98				
	23e	mean	3.57	3.30	3.50	3.44	-0.07	0.14	-0.21 ± 0.29	No
		standard deviation	0.08	0.09	0.09	0.10				
		sample size	100	98	100	98				
	24a	mean	3.84	3.78	3.86	3.91	0.02	0.13	-0.11 ± 0.17	No
		standard deviation	0.06	0.06	0.04	0.04				
		sample size	100	98	100	98				
	24b	mean	1.16	1.32	1.09	1.09	-0.08	-0.24	0.16 ± 0.24	No
		standard deviation	0.06	0.08	0.04	0.06				
		sample size	100	98	100	98				
	24c	mean	3.79	3.76	3.79	3.78	-0.00	0.02	-0.02 ± 0.22	No
		standard deviation	0.06	0.07	0.06	0.07				
		sample size	100	98	100	98				
	24d	mean	1.69	1.68	1.65	1.59	-0.04	-0.09	0.05 ± 0.29	No
		standard deviation	0.09	0.10	0.08	0.08				
		sample size	100	98	100	98				
	24e	mean	3.63	3.41	3.43	3.48	-0.19	0.08	-0.27 ± 0.38	No
		standard deviation	0.09	0.11	0.10	0.11				
		sample size	100	98	100	98				
	discipline	mean	6.60	6.85	6.00	6.00	-0.60	-0.85	0.25 ± 0.45	No
		standard deviation	0.16	0.16	0.00	0.00				
		sample size	100	98	100	98				
	disruptions	mean	7.78	7.60	12.00	12.00	4.22	4.40	-0.18 ± 0.49	No
		standard deviation	0.17	0.17	0.00	0.00				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	teachers	mean	7.22	7.77	7.00	7.00	-0.22	-0.77	0.55 ± 0.64	No
		standard deviation	0.21	0.24	0.00	0.00				
		sample size	100	98	100	98				
	26	mean	2.24	2.34	1.00	1.00	-1.24	-1.34	0.10 ± 0.24	No
		standard deviation	0.08	0.09	0.00	0.00				
		sample size	100	98	100	98				
	27	mean	4.75	4.56	4.56	4.20	-0.19	-0.37	0.17 ± 0.36	No
		standard deviation	0.11	0.13	0.11	0.14				
		sample size	100	98	100	98				
	28	mean	5.36	5.12	4.77	4.83	-0.59	-0.29	-0.30 ± 0.44	No
		standard deviation	0.11	0.13	0.12	0.15				
		sample size	100	98	100	98				
	29	mean	1.00	1.08	1.04	1.03	0.04	-0.05	0.09 ± 0.07	Yes
		standard deviation	0.00	0.03	0.02	0.02				
		sample size	100	98	100	98				
	30	mean	1.04	1.19	1.09	1.13	0.05	-0.05	0.11 ± 0.14	No
		standard deviation	0.03	0.06	0.03	0.04				
		sample size	100	98	100	98				
	31a	mean	1.57	1.68	1.78	1.90	0.21	0.22	-0.01 ± 0.22	No
		standard deviation	0.07	0.08	0.08	0.08				
		sample size	100	98	100	98				
	31b	mean	2.37	2.30	2.59	2.51	0.22	0.22	0.00 ± 0.22	No
		standard deviation	0.07	0.08	0.06	0.07				
		sample size	100	98	100	98				
	31c	mean	1.56	1.45	1.77	1.48	0.21	0.03	0.18 ± 0.22	No
		standard deviation	0.07	0.07	0.07	0.06				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	31d	mean	1.73	1.78	2.05	1.94	0.32	0.17	0.15 ± 0.24	No
		standard deviation	0.07	0.07	0.07	0.06				
		sample size	100	98	100	98				
	31e	mean	1.95	1.97	2.28	2.21	0.33	0.23	0.10 ± 0.27	No
		standard deviation	0.08	0.08	0.07	0.07				
		sample size	100	98	100	98				
	31f	mean	2.38	2.31	2.52	2.43	0.14	0.12	0.02 ± 0.23	No
		standard deviation	0.07	0.07	0.06	0.07				
		sample size	100	98	100	98				
	HS grads	mean	2.99	2.77	3.03	2.83	0.04	0.07	-0.03 ± 0.44	No
		standard deviation	0.16	0.16	0.14	0.16				
		sample size	100	98	100	98				
Denver–Discovery	absences	mean	10.13	7.56	12.29	8.87	2.17	1.31	0.86 ± 2.52	No
		standard deviation	0.97	0.85	0.88	0.79				
		sample size	99	110	99	110				
	grades	mean	1.98	2.46	1.55	2.14	-0.43	-0.33	-0.10 ± 0.22	No
		standard deviation	0.08	0.08	0.09	0.09				
		sample size	99	110	99	110				
	suspensions	mean	1.55	1.21	3.48	4.84	1.93	3.63	-1.70 ± 1.45	Yes
		standard deviation	0.27	0.24	0.47	0.57				
		sample size	99	110	99	110				
	7	mean	1.99	2.02	2.10	1.92	0.11	-0.10	0.21 ± 0.40	No
		standard deviation	0.14	0.13	0.14	0.13				
		sample size	99	110	99	110				
	8a	mean	1.62	2.08	1.17	1.54	-0.45	-0.54	0.09 ± 0.81	No
		standard deviation	0.21	0.31	0.22	0.21				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	self esteem	mean	18.09	18.65	18.64	18.63	0.55	-0.02	0.57 ± 0.47	Yes
		standard deviation	0.21	0.14	0.14	0.14				
		sample size	99	110	99	110				
	14a	mean	1.46	1.08	1.23	1.12	-0.23	0.03	-0.27 ± 0.17	Yes
		standard deviation	0.07	0.04	0.05	0.04				
		sample size	99	110	99	110				
	14b	mean	1.85	1.59	1.95	1.73	0.10	0.14	-0.03 ± 0.24	No
		standard deviation	0.07	0.06	0.09	0.08				
		sample size	99	110	99	110				
	14c	mean	2.07	1.83	2.08	1.89	0.01	0.06	-0.05 ± 0.23	No
		standard deviation	0.10	0.07	0.09	0.07				
		sample size	99	110	99	110				
	14d	mean	1.95	1.64	1.80	1.67	-0.15	0.03	-0.18 ± 0.25	No
		standard deviation	0.08	0.07	0.10	0.08				
		sample size	99	110	99	110				
	14e	mean	2.76	2.31	2.75	2.43	-0.01	0.12	-0.13 ± 0.28	No
		standard deviation	0.12	0.12	0.11	0.11				
		sample size	99	110	99	110				
	14f	mean	2.19	1.91	2.15	1.97	-0.04	0.05	-0.09 ± 0.25	No
		standard deviation	0.09	0.07	0.09	0.08				
		sample size	99	110	99	110				
	14g	mean	1.82	1.68	1.78	1.77	-0.04	0.09	-0.13 ± 0.22	No
		standard deviation	0.09	0.07	0.09	0.09				
		sample size	99	110	99	110				
	14h	mean	3.53	3.36	3.61	3.42	0.09	0.06	0.02 ± 0.20	No
		standard deviation	0.08	0.10	0.08	0.09				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	16a	mean	0.13	0.23	0.12	0.30	-0.01	0.06	-0.07 ± 0.13	No
		standard deviation	0.04	0.04	0.03	0.05				
		sample size	99	110	99	110				
	16f	mean	0.38	0.51	0.34	0.47	-0.03	-0.04	0.00 ± 0.14	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	16s	mean	0.16	0.28	0.18	0.25	0.02	-0.03	0.05 ± 0.10	No
		standard deviation	0.04	0.04	0.04	0.04				
		sample size	99	110	99	110				
	18a	mean	1.63	1.65	1.61	1.58	-0.03	-0.08	0.05 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18b	mean	1.70	1.79	1.59	1.75	-0.11	-0.04	-0.07 ± 0.15	No
		standard deviation	0.05	0.04	0.05	0.04				
		sample size	99	110	99	110				
	18c	mean	1.45	1.66	1.53	1.64	0.08	-0.03	0.11 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18d	mean	1.55	1.48	1.46	1.41	-0.09	-0.07	-0.02 ± 0.16	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18e	mean	1.61	1.70	1.64	1.66	0.04	-0.04	0.07 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18f	mean	1.97	1.91	1.92	1.94	-0.06	0.03	-0.08 ± 0.09	No
		standard deviation	0.02	0.03	0.03	0.02				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	18g	mean	1.79	1.84	1.80	1.87	0.01	0.03	-0.02 ± 0.13	No
		standard deviation	0.04	0.04	0.04	0.03				
		sample size	99	110	99	110				
	19a	mean	1.61	1.63	1.63	1.57	0.02	-0.05	0.07 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19b	mean	1.54	1.52	1.45	1.45	-0.08	-0.08	-0.01 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19c	mean	1.53	1.55	1.58	1.51	0.05	-0.04	0.09 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19d	mean	1.60	1.55	1.53	1.43	-0.08	-0.11	0.04 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19e	mean	1.56	1.48	1.46	1.45	-0.10	-0.03	-0.07 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19f	mean	1.88	1.91	1.83	1.84	-0.05	-0.06	0.01 ± 0.12	No
		standard deviation	0.03	0.03	0.04	0.04				
		sample size	99	110	99	110				
	19g	mean	1.78	1.75	1.65	1.75	-0.13	0.00	-0.13 ± 0.16	No
		standard deviation	0.04	0.04	0.05	0.04				
		sample size	99	110	99	110				
	20a	mean	1.90	2.09	2.10	2.11	0.21	0.02	0.19 ± 0.20	No
		standard deviation	0.07	0.07	0.08	0.06				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	20b	mean	1.99	2.21	1.99	2.25	0.00	0.04	-0.03 ± 0.21	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	99	110	99	110				
	20c	mean	2.10	2.16	2.11	2.26	0.01	0.10	-0.09 ± 0.22	No
		standard deviation	0.07	0.07	0.07	0.06				
		sample size	99	110	99	110				
	21a	mean	1.55	1.44	1.40	1.46	-0.15	0.03	-0.18 ± 0.14	Yes
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	21b	mean	1.14	1.33	1.12	1.33	-0.02	-0.01	-0.01 ± 0.12	No
		standard deviation	0.04	0.05	0.03	0.05				
		sample size	99	110	99	110				
	21c	mean	1.84	1.78	1.80	1.83	-0.04	0.05	-0.09 ± 0.12	No
		standard deviation	0.04	0.04	0.04	0.03				
		sample size	99	110	99	110				
	21d	mean	1.79	1.66	1.56	1.50	-0.23	-0.17	-0.06 ± 0.16	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	99	110	99	110				
	22a	mean	1.80	1.80	1.91	1.94	0.11	0.13	-0.02 ± 0.25	No
		standard deviation	0.09	0.09	0.10	0.08				
		sample size	99	110	99	110				
	22b	mean	1.61	1.44	1.72	1.46	0.11	0.02	0.09 ± 0.24	No
		standard deviation	0.09	0.06	0.10	0.08				
		sample size	99	110	99	110				
	22c	mean	3.12	3.02	3.11	3.15	-0.01	0.13	-0.14 ± 0.29	No
		standard deviation	0.10	0.09	0.10	0.10				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	22d	mean	2.20	2.08	2.32	2.25	0.13	0.16	-0.04 ± 0.33	No
		standard deviation	0.10	0.10	0.11	0.11				
		sample size	99	110	99	110				
	23a	mean	2.82	2.88	2.82	2.95	-0.00	0.07	-0.07 ± 0.27	No
		standard deviation	0.10	0.10	0.09	0.09				
		sample size	99	110	99	110				
	23b	mean	1.50	1.42	1.38	1.38	-0.11	-0.04	-0.07 ± 0.23	No
		standard deviation	0.07	0.07	0.06	0.06				
		sample size	99	110	99	110				
	23c	mean	2.77	2.93	2.86	2.96	0.09	0.03	0.05 ± 0.27	No
		standard deviation	0.10	0.09	0.10	0.09				
		sample size	99	110	99	110				
	23d	mean	2.71	2.37	2.67	2.24	-0.05	-0.14	0.09 ± 0.24	No
		standard deviation	0.10	0.09	0.10	0.10				
		sample size	99	110	99	110				
	23e	mean	2.73	2.91	2.88	2.99	0.14	0.08	0.06 ± 0.30	No
		standard deviation	0.09	0.10	0.10	0.09				
		sample size	99	110	99	110				
	24a	mean	3.55	3.60	3.63	3.59	0.08	-0.01	0.09 ± 0.31	No
		standard deviation	0.08	0.09	0.08	0.09				
		sample size	99	110	99	110				
	24b	mean	1.23	1.17	1.43	1.27	0.19	0.10	0.09 ± 0.27	No
		standard deviation	0.07	0.05	0.09	0.07				
		sample size	99	110	99	110				
	24c	mean	3.53	3.65	3.59	3.62	0.07	-0.03	0.10 ± 0.26	No
		standard deviation	0.08	0.07	0.09	0.08				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	24d	mean	1.96	1.87	1.96	1.71	-0.00	-0.16	0.16 ± 0.30	No
		standard deviation	0.09	0.09	0.10	0.08				
		sample size	99	110	99	110				
	24e	mean	3.10	3.24	3.41	3.39	0.31	0.15	0.17 ± 0.35	No
		standard deviation	0.11	0.11	0.10	0.09				
		sample size	99	110	99	110				
	discipline	mean	7.19	6.88	7.28	6.93	0.09	0.05	0.04 ± 0.43	No
		standard deviation	0.11	0.15	0.13	0.14				
		sample size	99	110	99	110				
	disruptions	mean	7.65	6.97	7.35	6.93	-0.30	-0.04	-0.26 ± 0.47	No
		standard deviation	0.14	0.15	0.15	0.16				
		sample size	99	110	99	110				
	teachers	mean	8.50	7.91	8.44	8.30	-0.06	0.39	-0.45 ± 0.61	No
		standard deviation	0.20	0.20	0.22	0.21				
		sample size	99	110	99	110				
	26	mean	2.69	2.44	2.66	2.51	-0.04	0.07	-0.11 ± 0.22	No
		standard deviation	0.09	0.08	0.08	0.08				
		sample size	99	110	99	110				
	27	mean	3.93	4.20	4.07	4.17	0.13	-0.03	0.16 ± 0.33	No
		standard deviation	0.14	0.13	0.14	0.13				
		sample size	99	110	99	110				
	28	mean	4.91	4.91	4.73	4.98	-0.18	0.07	-0.25 ± 0.53	No
		standard deviation	0.14	0.13	0.16	0.13				
		sample size	99	110	99	110				
	29	mean	1.08	1.07	1.12	1.03	0.04	-0.03	0.07 ± 0.10	No
		standard deviation	0.03	0.03	0.04	0.02				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-13: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	30	mean	1.49	1.33	1.31	1.18	-0.18	-0.15	-0.03 ± 0.21	No
		standard deviation	0.07	0.06	0.07	0.04				
		sample size	99	110	99	110				
	31a	mean	1.60	1.93	1.76	1.86	0.16	-0.07	0.23 ± 0.18	Yes
		standard deviation	0.07	0.08	0.07	0.07				
		sample size	99	110	99	110				
	31b	mean	1.84	2.22	2.03	2.19	0.19	-0.03	0.22 ± 0.21	Yes
		standard deviation	0.08	0.07	0.07	0.06				
		sample size	99	110	99	110				
	31c	mean	1.49	1.44	1.52	1.42	0.04	-0.02	0.06 ± 0.21	No
		standard deviation	0.07	0.07	0.07	0.06				
		sample size	99	110	99	110				
	31d	mean	1.40	1.60	1.56	1.61	0.16	0.01	0.15 ± 0.21	No
		standard deviation	0.07	0.07	0.06	0.05				
		sample size	99	110	99	110				
	31e	mean	1.68	2.00	1.85	1.93	0.17	-0.07	0.24 ± 0.23	Yes
		standard deviation	0.08	0.07	0.07	0.07				
		sample size	99	110	99	110				
	31f	mean	1.77	2.06	2.12	2.12	0.34	0.07	0.27 ± 0.25	Yes
		standard deviation	0.07	0.08	0.07	0.07				
		sample size	99	110	99	110				
	HS grads	mean	3.08	3.08	3.35	3.05	0.27	-0.03	0.30 ± 0.45	No
		standard deviation	0.14	0.14	0.14	0.13				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: Gain Score Analysis Based On Second Follow-Up Adjusted Data: 1990–91 Student Cohorts

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	absences	mean	4.02	5.03	7.66	12.88	3.64	7.84	-4.20 ± 2.82	Yes
		standard deviation	0.51	0.74	0.92	1.18				
		sample size	100	98	100	98				
	grades	mean	2.44	1.97	1.96	1.65	-0.48	-0.32	-0.16 ± 0.22	No
		standard deviation	0.08	0.09	0.09	0.09				
		sample size	100	98	100	98				
	suspensions	mean	0.04	0.11	0.20	0.31	0.16	0.20	-0.04 ± 0.20	No
		standard deviation	0.02	0.05	0.06	0.07				
		sample size	100	98	100	98				
	S7	mean	1.86	2.12	2.97	2.75	1.10	0.63	0.48 ± 0.55	No
		standard deviation	0.14	0.14	0.17	0.16				
		sample size	100	98	100	98				
	S8a	mean	1.39	1.00	3.86	2.53	2.47	1.53	0.95 ± 2.44	No
		standard deviation	0.31	0.22	0.99	0.29				
		sample size	81	59	81	59				
	self esteem	mean	18.60	18.24	18.63	18.85	0.03	0.61	-0.58 ± 0.49	Yes
		standard deviation	0.15	0.17	0.12	0.13				
		sample size	100	98	100	98				
	14a	mean	1.18	1.33	1.39	1.31	0.21	-0.02	0.23 ± 0.20	Yes
		standard deviation	0.04	0.06	0.06	0.06				
		sample size	100	98	100	98				
	14b	mean	1.63	1.81	1.73	1.79	0.10	-0.03	0.12 ± 0.29	No
		standard deviation	0.07	0.08	0.08	0.08				
		sample size	100	98	100	98				
	14c	mean	1.70	1.95	1.91	1.95	0.22	-0.00	0.22 ± 0.27	No
		standard deviation	0.07	0.09	0.07	0.08				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	14d	mean	1.20	1.38	1.49	1.57	0.30	0.19	0.11 ± 0.22	No
		standard deviation	0.05	0.07	0.06	0.07				
		sample size	100	98	100	98				
	14e	mean	2.25	2.36	2.41	2.54	0.16	0.19	-0.03 ± 0.30	No
		standard deviation	0.11	0.12	0.11	0.11				
		sample size	100	98	100	98				
	14f	mean	1.68	1.80	1.79	1.85	0.11	0.05	0.06 ± 0.23	No
		standard deviation	0.08	0.07	0.07	0.08				
		sample size	100	98	100	98				
	14g	mean	1.96	2.00	2.02	1.85	0.07	-0.15	0.21 ± 0.25	No
		standard deviation	0.09	0.11	0.09	0.10				
		sample size	100	98	100	98				
	14h	mean	3.12	3.13	3.26	3.12	0.14	-0.01	0.16 ± 0.28	No
		standard deviation	0.11	0.12	0.11	0.12				
		sample size	100	98	100	98				
	16a	mean	0.40	0.25	0.46	0.27	0.06	0.02	0.04 ± 0.16	No
		standard deviation	0.05	0.04	0.05	0.04				
		sample size	100	98	100	98				
	16f	mean	0.42	0.42	0.56	0.49	0.14	0.07	0.07 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	16s	mean	0.38	0.44	0.62	0.49	0.24	0.05	0.19 ± 0.16	Yes
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	18a	mean	1.58	1.61	1.60	1.53	0.01	-0.09	0.10 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	18b	mean	1.45	1.47	1.37	1.35	-0.09	-0.12	0.04 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	18c	mean	1.66	1.53	1.56	1.52	-0.09	-0.01	-0.09 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	18d	mean	1.53	1.50	1.20	1.22	-0.33	-0.28	-0.05 ± 0.17	No
		standard deviation	0.05	0.05	0.04	0.04				
		sample size	100	98	100	98				
	18e	mean	1.65	1.61	1.61	1.62	-0.03	0.00	-0.04 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	18f	mean	1.91	1.91	1.90	1.90	-0.01	-0.00	-0.01 ± 0.10	No
		standard deviation	0.03	0.03	0.03	0.03				
		sample size	100	98	100	98				
	18g	mean	1.85	1.78	1.81	1.87	-0.04	0.09	-0.12 ± 0.13	No
		standard deviation	0.04	0.04	0.04	0.03				
		sample size	100	98	100	98				
	19a	mean	1.64	1.59	1.54	1.43	-0.10	-0.17	0.07 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	19b	mean	1.43	1.28	1.24	1.15	-0.19	-0.13	-0.06 ± 0.17	No
		standard deviation	0.05	0.05	0.04	0.04				
		sample size	100	98	100	98				
	19c	mean	1.62	1.50	1.57	1.44	-0.05	-0.06	0.02 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	19d	mean	1.56	1.44	1.42	1.34	-0.14	-0.09	-0.05 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	19e	mean	1.51	1.51	1.33	1.34	-0.18	-0.17	-0.01 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	19f	mean	1.89	1.86	1.84	1.80	-0.04	-0.06	0.02 ± 0.11	No
		standard deviation	0.03	0.04	0.04	0.04				
		sample size	100	98	100	98				
	19g	mean	1.69	1.62	1.60	1.58	-0.09	-0.04	-0.05 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	20a	mean	2.08	2.06	2.14	2.17	0.07	0.11	-0.05 ± 0.26	No
		standard deviation	0.07	0.07	0.08	0.08				
		sample size	100	98	100	98				
	20b	mean	2.21	2.21	2.18	2.16	-0.04	-0.05	0.01 ± 0.29	No
		standard deviation	0.08	0.08	0.07	0.08				
		sample size	100	98	100	98				
	20c	mean	2.27	2.10	2.03	2.10	-0.24	0.00	-0.24 ± 0.26	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	100	98	100	98				
	21a	mean	1.52	1.64	1.67	1.58	0.15	-0.07	0.22 ± 0.18	Yes
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	21b	mean	1.45	1.36	1.48	1.41	0.03	0.05	-0.02 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	21c	mean	1.70	1.66	1.67	1.63	-0.03	-0.03	0.00 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	21d	mean	1.70	1.62	1.43	1.46	-0.27	-0.16	-0.10 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	100	98	100	98				
	22a	mean	1.74	1.90	2.08	2.17	0.34	0.27	0.07 ± 0.33	No
		standard deviation	0.09	0.11	0.11	0.12				
		sample size	100	98	100	98				
	22b	mean	1.32	1.45	1.28	1.37	-0.04	-0.07	0.04 ± 0.24	No
		standard deviation	0.07	0.09	0.06	0.07				
		sample size	100	98	100	98				
	22c	mean	2.76	2.95	2.81	3.00	0.04	0.05	-0.01 ± 0.36	No
		standard deviation	0.12	0.12	0.11	0.11				
		sample size	100	98	100	98				
	22d	mean	1.91	2.09	1.80	1.99	-0.10	-0.09	-0.01 ± 0.38	No
		standard deviation	0.11	0.12	0.10	0.12				
		sample size	100	98	100	98				
	23a	mean	3.62	3.38	3.38	3.34	-0.24	-0.03	-0.21 ± 0.32	No
		standard deviation	0.08	0.09	0.09	0.09				
		sample size	100	98	100	98				
	23b	mean	1.23	1.20	1.23	1.25	0.00	0.04	-0.04 ± 0.17	No
		standard deviation	0.06	0.05	0.05	0.05				
		sample size	100	98	100	98				
	23c	mean	3.39	3.24	3.06	3.09	-0.33	-0.15	-0.18 ± 0.31	No
		standard deviation	0.08	0.09	0.10	0.10				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	23d	mean	2.00	2.14	1.91	2.07	-0.09	-0.07	-0.02 ± 0.26	No
		standard deviation	0.09	0.10	0.08	0.08				
		sample size	100	98	100	98				
	23e	mean	3.57	3.30	3.31	3.48	-0.27	0.17	-0.44 ± 0.35	Yes
		standard deviation	0.08	0.09	0.10	0.09				
		sample size	100	98	100	98				
	24a	mean	3.84	3.78	3.79	3.69	-0.06	-0.09	0.03 ± 0.26	No
		standard deviation	0.06	0.06	0.07	0.08				
		sample size	100	98	100	98				
	24b	mean	1.16	1.32	1.32	1.32	0.16	-0.00	0.16 ± 0.30	No
		standard deviation	0.06	0.08	0.08	0.09				
		sample size	100	98	100	98				
	24c	mean	3.79	3.76	3.66	3.57	-0.13	-0.19	0.06 ± 0.29	No
		standard deviation	0.06	0.07	0.09	0.09				
		sample size	100	98	100	98				
	24d	mean	1.69	1.68	1.74	1.68	0.06	-0.00	0.06 ± 0.32	No
		standard deviation	0.09	0.10	0.10	0.10				
		sample size	100	98	100	98				
	24e	mean	3.63	3.41	3.59	3.35	-0.04	-0.06	0.02 ± 0.35	No
		standard deviation	0.09	0.11	0.09	0.10				
		sample size	100	98	100	98				
	discipline	mean	6.60	6.85	6.96	7.14	0.36	0.29	0.07 ± 0.55	No
		standard deviation	0.16	0.16	0.17	0.13				
		sample size	100	98	100	98				
	disruptions	mean	7.78	7.60	8.50	8.23	0.72	0.63	0.09 ± 0.58	No
		standard deviation	0.17	0.17	0.14	0.14				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Memphis	teachers	mean	7.22	7.77	7.23	7.43	0.02	-0.33	0.35 ± 0.67	No
		standard deviation	0.21	0.24	0.21	0.18				
		sample size	100	98	100	98				
	26	mean	2.24	2.34	2.26	2.26	0.02	-0.09	0.11 ± 0.29	No
		standard deviation	0.08	0.09	0.08	0.09				
		sample size	100	98	100	98				
	27	mean	4.75	4.56	4.63	4.11	-0.12	-0.45	0.33 ± 0.39	No
		standard deviation	0.11	0.13	0.11	0.13				
		sample size	100	98	100	98				
	28	mean	5.36	5.12	5.30	4.85	-0.06	-0.28	0.22 ± 0.39	No
		standard deviation	0.11	0.13	0.10	0.12				
		sample size	100	98	100	98				
	29	mean	1.00	1.08	1.01	1.00	0.01	-0.08	0.09 ± 0.07	Yes
		standard deviation	0.00	0.03	0.01	0.00				
		sample size	100	98	100	98				
	30	mean	1.04	1.19	1.04	1.13	0.00	-0.06	0.06 ± 0.13	No
		standard deviation	0.03	0.06	0.02	0.04				
		sample size	100	98	100	98				
	31a	mean	1.57	1.68	1.67	1.70	0.10	0.02	0.08 ± 0.21	No
		standard deviation	0.07	0.08	0.07	0.07				
		sample size	100	98	100	98				
	31b	mean	2.37	2.30	2.48	2.32	0.11	0.02	0.08 ± 0.26	No
		standard deviation	0.07	0.08	0.06	0.08				
		sample size	100	98	100	98				
	31c	mean	1.56	1.45	1.84	1.77	0.28	0.32	-0.04 ± 0.23	No
		standard deviation	0.07	0.07	0.06	0.07				
		sample size	100	98	100	98				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Memphis	31d	mean	1.73	1.78	1.95	2.12	0.21	0.34	-0.13 ± 0.25	No
		standard deviation	0.07	0.07	0.06	0.07				
		sample size	100	98	100	98				
	31e	mean	1.95	1.97	1.94	2.18	-0.01	0.20	-0.22 ± 0.29	No
		standard deviation	0.08	0.08	0.07	0.07				
		sample size	100	98	100	98				
	31f	mean	2.38	2.31	2.34	2.36	-0.04	0.05	-0.09 ± 0.27	No
		standard deviation	0.07	0.07	0.07	0.07				
		sample size	100	98	100	98				
	HS grads	mean	2.99	2.77	2.90	2.74	-0.09	-0.02	-0.06 ± 0.57	No
		standard deviation	0.16	0.16	0.17	0.14				
		sample size	100	98	100	98				
Denver–Discovery	absences	mean	10.13	7.56	5.53	3.84	-4.59	-3.72	-0.87 ± 2.45	No
		standard deviation	0.97	0.85	0.71	0.40				
		sample size	99	110	99	110				
	grades	mean	1.98	2.46	1.68	2.25	-0.30	-0.22	-0.08 ± 0.24	No
		standard deviation	0.08	0.08	0.10	0.08				
		sample size	99	110	99	110				
	suspensions	mean	1.55	1.21	0.45	0.17	-1.11	-1.04	-0.06 ± 0.84	No
		standard deviation	0.27	0.24	0.23	0.06				
		sample size	99	110	99	110				
	S7	mean	1.99	2.02	2.56	2.40	0.57	0.38	0.20 ± 0.57	No
		standard deviation	0.14	0.13	0.16	0.15				
		sample size	99	110	99	110				
	S8a	mean	1.20	2.16	2.20	2.28	1.00	0.12	0.88 ± 1.28	No
		standard deviation	0.28	0.41	0.36	0.37				
		sample size	54	61	54	61				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	self esteem	mean	18.09	18.65	18.65	18.94	0.56	0.29	0.27 ± 0.54	No
		standard deviation	0.21	0.14	0.15	0.12				
		sample size	99	110	99	110				
	14a	mean	1.46	1.08	1.28	1.19	-0.18	0.11	-0.29 ± 0.23	Yes
		standard deviation	0.07	0.04	0.07	0.06				
		sample size	99	110	99	110				
	14b	mean	1.85	1.59	1.72	1.54	-0.13	-0.05	-0.08 ± 0.26	No
		standard deviation	0.07	0.06	0.08	0.07				
		sample size	99	110	99	110				
	14c	mean	2.07	1.83	2.15	1.81	0.08	-0.02	0.10 ± 0.31	No
		standard deviation	0.10	0.07	0.11	0.08				
		sample size	99	110	99	110				
	14d	mean	1.95	1.64	2.17	1.87	0.22	0.23	-0.01 ± 0.30	No
		standard deviation	0.08	0.07	0.10	0.08				
		sample size	99	110	99	110				
	14e	mean	2.76	2.31	2.78	2.57	0.02	0.26	-0.25 ± 0.31	No
		standard deviation	0.12	0.12	0.11	0.11				
		sample size	99	110	99	110				
	14f	mean	2.19	1.91	1.89	1.97	-0.30	0.05	-0.35 ± 0.27	Yes
		standard deviation	0.09	0.07	0.10	0.09				
		sample size	99	110	99	110				
	14g	mean	1.82	1.68	1.96	1.81	0.14	0.13	0.01 ± 0.26	No
		standard deviation	0.09	0.07	0.10	0.08				
		sample size	99	110	99	110				
	14h	mean	3.53	3.36	3.51	3.48	-0.01	0.12	-0.13 ± 0.19	No
		standard deviation	0.08	0.10	0.09	0.08				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	16a	mean	0.13	0.23	0.12	0.21	-0.01	-0.02	0.01 ± 0.14	No
		standard deviation	0.04	0.04	0.03	0.04				
		sample size	99	110	99	110				
	16f	mean	0.38	0.51	0.44	0.55	0.06	0.04	0.02 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	16s	mean	0.16	0.28	0.28	0.41	0.12	0.13	-0.00 ± 0.15	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	99	110	99	110				
	18a	mean	1.63	1.65	1.49	1.45	-0.14	-0.21	0.06 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18b	mean	1.70	1.79	1.47	1.49	-0.23	-0.30	0.07 ± 0.18	No
		standard deviation	0.05	0.04	0.05	0.05				
		sample size	99	110	99	110				
	18c	mean	1.45	1.66	1.58	1.56	0.13	-0.10	0.23 ± 0.17	Yes
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18d	mean	1.55	1.48	1.39	1.33	-0.15	-0.15	-0.00 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18e	mean	1.61	1.70	1.76	1.71	0.15	0.01	0.14 ± 0.17	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	18f	mean	1.97	1.91	1.98	1.93	0.00	0.02	-0.02 ± 0.09	No
		standard deviation	0.02	0.03	0.02	0.03				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	18g	mean	1.79	1.84	1.85	1.87	0.06	0.03	0.03 ± 0.14	No
		standard deviation	0.04	0.04	0.04	0.03				
		sample size	99	110	99	110				
	19a	mean	1.61	1.63	1.50	1.48	-0.11	-0.15	0.05 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19b	mean	1.54	1.52	1.42	1.29	-0.12	-0.23	0.11 ± 0.20	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19c	mean	1.53	1.55	1.50	1.45	-0.03	-0.11	0.08 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19d	mean	1.60	1.55	1.41	1.31	-0.20	-0.23	0.04 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19e	mean	1.56	1.48	1.42	1.38	-0.13	-0.10	-0.03 ± 0.19	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	19f	mean	1.88	1.91	1.78	1.85	-0.10	-0.06	-0.04 ± 0.12	No
		standard deviation	0.03	0.03	0.04	0.03				
		sample size	99	110	99	110				
	19g	mean	1.78	1.75	1.66	1.62	-0.12	-0.13	0.01 ± 0.16	No
		standard deviation	0.04	0.04	0.05	0.05				
		sample size	99	110	99	110				
	20a	mean	1.90	2.09	1.89	2.11	-0.01	0.02	-0.03 ± 0.22	No
		standard deviation	0.07	0.07	0.07	0.06				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	20b	mean	1.99	2.21	1.89	2.19	-0.10	-0.02	-0.08 ± 0.26	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	99	110	99	110				
	20c	mean	2.10	2.16	1.99	2.04	-0.12	-0.12	0.00 ± 0.26	No
		standard deviation	0.07	0.07	0.08	0.07				
		sample size	99	110	99	110				
	21a	mean	1.55	1.44	1.65	1.45	0.10	0.01	0.09 ± 0.18	No
		standard deviation	0.05	0.05	0.05	0.05				
		sample size	99	110	99	110				
	21b	mean	1.14	1.33	1.23	1.32	0.10	-0.01	0.11 ± 0.17	No
		standard deviation	0.04	0.05	0.04	0.05				
		sample size	99	110	99	110				
	21c	mean	1.84	1.78	1.85	1.83	0.00	0.05	-0.05 ± 0.13	No
		standard deviation	0.04	0.04	0.04	0.04				
		sample size	99	110	99	110				
	21d	mean	1.79	1.66	1.54	1.46	-0.24	-0.20	-0.04 ± 0.17	No
		standard deviation	0.04	0.05	0.05	0.05				
		sample size	99	110	99	110				
	22a	mean	1.80	1.80	2.15	2.21	0.35	0.41	-0.06 ± 0.30	No
		standard deviation	0.09	0.09	0.10	0.09				
		sample size	99	110	99	110				
	22b	mean	1.61	1.44	1.62	1.56	0.01	0.12	-0.12 ± 0.26	No
		standard deviation	0.09	0.06	0.08	0.09				
		sample size	99	110	99	110				
	22c	mean	3.12	3.02	3.13	3.03	0.01	0.00	0.01 ± 0.30	No
		standard deviation	0.10	0.09	0.09	0.09				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline T	Baseline C	Follow-up T	Follow-up C	Gain T	Gain C	95% CI for the Difference (T – C)	Statistically Significant ?
Denver–Discovery	22d	mean	2.20	2.08	2.19	2.11	-0.01	0.03	-0.04 ± 0.34	No
		standard deviation	0.10	0.10	0.11	0.11				
		sample size	99	110	99	110				
	23a	mean	2.82	2.88	2.86	2.83	0.04	-0.05	0.09 ± 0.29	No
		standard deviation	0.10	0.10	0.09	0.09				
		sample size	99	110	99	110				
	23b	mean	1.50	1.42	1.37	1.31	-0.12	-0.12	-0.01 ± 0.24	No
		standard deviation	0.07	0.07	0.06	0.05				
		sample size	99	110	99	110				
	23c	mean	2.77	2.93	2.97	3.02	0.20	0.09	0.11 ± 0.33	No
		standard deviation	0.10	0.09	0.10	0.10				
		sample size	99	110	99	110				
	23d	mean	2.71	2.37	2.48	2.29	-0.24	-0.08	-0.16 ± 0.29	No
		standard deviation	0.10	0.09	0.11	0.10				
		sample size	99	110	99	110				
	23e	mean	2.73	2.91	2.95	3.08	0.21	0.17	0.04 ± 0.32	No
		standard deviation	0.09	0.10	0.09	0.08				
		sample size	99	110	99	110				
	24a	mean	3.55	3.60	3.72	3.60	0.17	0.00	0.17 ± 0.29	No
		standard deviation	0.08	0.09	0.07	0.08				
		sample size	99	110	99	110				
	24b	mean	1.23	1.17	1.38	1.23	0.14	0.06	0.08 ± 0.27	No
		standard deviation	0.07	0.05	0.09	0.07				
		sample size	99	110	99	110				
	24c	mean	3.53	3.65	3.61	3.73	0.08	0.08	-0.00 ± 0.29	No
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	24d	mean	1.96	1.87	1.99	1.66	0.03	-0.21	0.24 ± 0.30	No
		standard deviation	0.09	0.09	0.10	0.08				
		sample size	99	110	99	110				
	24e	mean	3.10	3.24	3.27	3.35	0.18	0.11	0.07 ± 0.44	No
		standard deviation	0.11	0.11	0.11	0.10				
		sample size	99	110	99	110				
	discipline	mean	7.19	6.88	6.82	6.58	-0.37	-0.30	-0.07 ± 0.51	No
		standard deviation	0.11	0.15	0.16	0.14				
		sample size	99	110	99	110				
	disruptions	mean	7.65	6.97	7.22	6.92	-0.44	-0.05	-0.39 ± 0.49	No
		standard deviation	0.14	0.15	0.15	0.16				
		sample size	99	110	99	110				
	teachers	mean	8.50	7.91	8.22	8.21	-0.28	0.30	-0.58 ± 0.63	No
		standard deviation	0.20	0.20	0.22	0.19				
		sample size	99	110	99	110				
	26	mean	2.69	2.44	2.43	2.42	-0.27	-0.02	-0.25 ± 0.25	No
		standard deviation	0.09	0.08	0.08	0.07				
		sample size	99	110	99	110				
	27	mean	3.93	4.20	3.89	4.35	-0.05	0.16	-0.20 ± 0.44	No
		standard deviation	0.14	0.13	0.16	0.12				
		sample size	99	110	99	110				
	28	mean	4.91	4.91	5.18	5.28	0.27	0.37	-0.10 ± 0.42	No
		standard deviation	0.14	0.13	0.14	0.11				
		sample size	99	110	99	110				
	29	mean	1.08	1.07	1.10	1.00	0.01	-0.07	0.08 ± 0.08	No
		standard deviation	0.03	0.03	0.03	0.00				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-14: (Continued)

Project	Measure	Statistic[1]	Baseline		Follow-up		Gain		95% CI for the Difference (T – C)	Statistically Significant ?
			T	C	T	C	T	C		
Denver–Discovery	30	mean	1.49	1.33	1.25	1.16	-0.24	-0.18	-0.06 ± 0.18	No
		standard deviation	0.07	0.06	0.05	0.04				
		sample size	99	110	99	110				
	31a	mean	1.60	1.93	2.07	2.09	0.48	0.16	0.32 ± 0.23	Yes
		standard deviation	0.07	0.08	0.09	0.09				
		sample size	99	110	99	110				
	31b	mean	1.84	2.22	2.24	2.28	0.40	0.06	0.33 ± 0.28	Yes
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	99	110	99	110				
	31c	mean	1.49	1.44	1.66	1.66	0.17	0.23	-0.05 ± 0.25	No
		standard deviation	0.07	0.07	0.07	0.06				
		sample size	99	110	99	110				
	31d	mean	1.40	1.60	1.69	1.77	0.29	0.18	0.11 ± 0.24	No
		standard deviation	0.07	0.07	0.06	0.07				
		sample size	99	110	99	110				
	31e	mean	1.68	2.00	2.02	2.04	0.34	0.04	0.30 ± 0.26	Yes
		standard deviation	0.08	0.07	0.08	0.07				
		sample size	99	110	99	110				
	31f	mean	1.77	2.06	2.06	2.19	0.29	0.13	0.16 ± 0.25	No
		standard deviation	0.07	0.08	0.08	0.07				
		sample size	99	110	99	110				
	HS grads	mean	3.08	3.08	2.46	2.69	-0.62	-0.39	-0.24 ± 0.46	No
		standard deviation	0.14	0.14	0.14	0.13				
		sample size	99	110	99	110				

Note: (1) adjusted for race, gender, and over-age differences between students.

Table C-15: First-Year Dropout Rates: 1989–90 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Des Moines	Dropouts only	111	97	3	16	Yes
	Dropouts plus	111	97	5	23	Yes
Memphis	Dropouts only	93	59	6	6	No
	Dropouts plus	93	59	6	12	No
Coleman	Dropouts only	102	99	15	21	No
	Dropouts plus	102	99	24	39	Yes
Aiken	Dropouts only	95	97	14	10	No
	Dropouts plus	95	97	21	13	No
Ethete	Dropouts only	98	100	6	2	No
	Dropouts plus	98	100	6	4	No

Table C-16: Second-Year Dropout Rates: 1989–90 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Des Moines	Dropouts only	111	97	9	20	Yes
	Dropouts plus	111	97	14	30	Yes
Memphis	Dropouts only	93	59	10	17	No
	Dropouts plus	93	59	10	18	No
Coleman	Dropouts only	96	93	33	43	No
	Dropouts plus	96	93	36	46	Yes
Aiken	Dropouts only	95	97	19	12	No
	Dropouts plus	95	97	35	21	No
Ethete	Dropouts only	97	99	8	2	No
	Dropouts plus	97	99	8	2	No

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Table C-17: Third-Year Dropout Rates: 1989–90 Student Cohorts

Project	Measure	Sample Sizes		No. cf Dropouts		Statistically Significant?
		Treatment	Control	Treatment	Control	
Des Moines	Dropouts only	109	96	18	29	No
	Dropouts plus	109	96	24	42	Yes
Memphis	Dropouts only	93	59	20	35	Yes
	Dropouts plus	93	59	20	36	Yes
Coleman	Dropouts only	93	89	38	42	No
	Dropouts plus	93	89	47	48	No
Aiken	Dropouts only	81	79	33	13	No
	Dropouts plus	81	79	46	20	Yes
Ethete	Dropouts only	97	99	11	6	No
	Dropouts plus	97	99	11	6	No

Table C-18: First-Year Dropout Rates: 1990–91 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Memphis	Dropouts only	100	84	3	5	No
	Dropouts plus	100	84	3	5	No
Denver—Discovery	Dropouts only	90	108	5	2	No
	Dropouts plus	90	108	7	5	No

Table C-19: Second-Year Dropout Rates: 1990–91 Student Cohorts

Project	Measure	Sample Sizes Treatment	Sample Sizes Control	No. of Dropouts Treatment	No. of Dropouts Control	Statistically Significant?
Memphis	Dropouts only	100	84	7	16	No
	Dropouts plus	100	84	7	16	No
Denver—Discovery	Dropouts only	90	107	14	2	Yes
	Dropouts plus	90	107	16	12	No

Appendix D:
Methodology

Methodology

This appendix provides greater details regarding the methodology used for the implementation and outcomes studies. For each type of study, we describe the selection and training of staff, the development of instruments, and the collection and analysis of data.

Implementation Study, 1989–90

Selection and Training of Site Visitors

Eleven experienced staff members were selected as the team for implementation site visits. All were experienced researchers; several were former educators; one was a college professor. A training workshop of one and one-half days was conducted, with emphasis on the ten instruments and on procedures for eliciting the needed information. Six of these members attended, along with the Project director; five others were trained by staff who had attended the training session. During the training, the approaches to conducting the various on-site interviews were reviewed; protocols were covered in detail. In addition to the interviews, the implementation staff were to conduct focus groups with small groups of students to gather their perceptions of the projects, and the training included strategies for structuring and leading those groups most effectively.

Development of Data Collection Forms and Materials

Eight instruments were designed for use in conducting personal interviews with project staff and school administrators during the visits to the projects. (These instruments are contained in Appendix E.) Three of these instruments guided the collection of information on (1) the community and school contexts in which the projects operated, (2) project staff and fiscal resources, and (3) the training and experience of staff assigned to the projects. The remaining five interview protocols were used to collect information from key project administrators and staff on the implementation status of each project component and on its potential for replication or adaptation to other sites. Two additional instruments were developed: one was used to evaluate the quality of implementation; the other was used to collect information during classroom observations.

The ten instruments and their purposes are described below.

- **Interview Guide for District/School Administrators**—to collect community and school district information on the environment in which the demonstration projects operated; examine district policies and practices relevant to at-risk students; obtain policy-level perspectives on the demonstration projects; and obtain perspectives on the potential of the various models for replication or adaptation in other settings

- **Interview Guide for Project directors**—to obtain detailed information on project goals, configurations of services, expectations for students, management strategies, resources and facilities, and quality and levels of commitment of staff; collect information on factors that affected project implementation; and collect information useful for replication or adaptation of the projects in other settings
- **Interview Guide for Project Teachers**—to investigate the instruction provided; collect information on teacher perceptions concerning the efficacy of the interventions; obtain information on the quality and commitment of teachers to project goals and to meeting the educational and other needs of at-risk students; assess the strengths and weaknesses of the various models and identify potential areas for improvement; and analyze factors that may influence the replication or adaptation of the models in other settings
- **Interview Guide for Ancillary Staff**—to describe the responsibilities of ancillary staff (e.g., with students, parents, other service providers, and the business community)
- **Interview Guide for Business Partners**—to explore the types of activities business partners undertook to support the projects and obtain private sector perspectives on the strengths and weaknesses of the projects in terms of preparing students for the labor market
- **School/Community Context Record**—to collect information on the community and school environments in which the projects operated; collect information on the performance of the districts in terms of educational requirements, resources, and the post-school outcomes of the high school populations
- **Project Resource Questionnaire**—to obtain information on the fiscal and human resources that supported the projects and investigate the influences of resource allocation strategies on project operations, activities, and outcomes
- **Staff Training/Experience Record**—to obtain information on staff qualifications and experience relevant to their specific assignments on the projects and to examine the extent to which staff are experienced in working with at-risk children and youth, the nature and amount of inservice training associated with their project assignments, and types of involvements with students or parents beyond the school environment
- **Implementation Checklist**—to obtain ratings of the quality of implementation of each project component, including basic skills instruction, support services, work experiences, and other components of the service configurations
- **Classroom Observation Form**—to collect information on classroom management, student participation and behavior, and the physical environment of the classrooms in which instructional activities take place

These instruments provided the basis for the training of site visitors, the conduct of the site visits, and analysis of the implementation data (presented in Chapters 3–5 of this report).

On-Site Data Collection

To accomplish the goals of the implementation study, team members conducted three-day site visits to (1) interview staff, administrators, and teachers working closely with the projects, (2) observe and rate the quality of project and classroom activities, (3) work with on-site evaluation staff to collect information on community characteristics and project resources, and (4) conduct focus groups with project participants. For the most part, the implementation field work involved one-person visits, with each site visitor responsible for visits to at least two projects. Three of the projects, all within close proximity to the contractor, were visited by two-person teams.

Using these various information sources, the implementation study team was able to establish whether and to what extent planned activities had been carried out; why changes, if any, had occurred in the activities undertaken by the projects; and how project directors and staff viewed the effectiveness of their efforts and the factors that may have increased or militated against the effectiveness of project efforts. Drawing on the information available through the grant proposals and the 1988–1989 Survey of all the demonstration projects, site visitors were responsible for careful documentation of the current projects or project components *as they actually existed*. Moreover, the focus groups and classroom observations were intended to provide important information on what project participants were experiencing and how they perceived those experiences.

At a minimum, site visitors completed the following:

- collections of forms mailed prior to the visit: staff/training experience records, school/community context records, project resource records
- personal interviews with a school or district administrator, the project director, two project teachers, two auxiliary staff (such as support service personnel), and a business partner (if any)
- observation in two classrooms
- an implementation checklist, describing and rating the quality of project components
- documentation of the treatments received by individual students selected for the outcomes study samples

Analysis of Implementation Data

Based on information gathered during these site visits, findings were synthesized, using the contexts in which the projects were located, their organizational structure and service configurations, groupings by target populations (those serving elementary students, those targeting middle school students, and those serving high school and re-entry youth) and their goals, activities, and fidelity to the intended project designs.

Following this synthesis of project activities, plausible project outcomes were evaluated, using information on (1) the influence of project participation on student experiences, (2) the coherence of project components, (3) the extent to which project services were integrated with participants' larger educational programs, and (4) effects of the projects on a number of key aspects of the school experience. Analysis of these findings suggested outcomes that projects could be expected to achieve based on their intervention strategies. The statement of these outcomes provides a basis for considering the actual outcomes achieved, which are also presented in Chapters 3–5 of this report.

Implementation Study, 1990–91

In 1990-91, implementation study site visits were made to the four in-depth study sites at which student cohorts had been selected that fall (i.e., Broward County, Portland, Denver-Discovery, and Memphis). These visits were carried out by the project director and the associate director for field operations and lasted approximately one and one-half days per site. The procedures followed on site to collect information were similar to those used in the more intensive visits made in 1989-90; for example, interviews were conducted with all key participants in the project, observations were made of the programs in operation, and focus groups were conducted with randomly selected students. In addition, an implementation rating system was used that covered 23 dimensions related to five broad aims of dropout prevention projects: ameliorating environmental, institutional, and psychological factors, and increasing students' academic and social integration and participation in school-related activities (see Appendix E for a copy of this form).

Implementation Study, 1991–92

To address issues related to sustaining dropout prevention projects and replicating dropout prevention models, the project director visited six of the in-depth study sites in fall 1992. Three of these projects had evidenced some effectiveness in producing student outcomes related to dropout prevention (i.e., Des Moines, Coleman, and Denver-Lake), and three others had attempted to replicate dropout prevention models (i.e., Broward County, the MSAP program; Hannibal, accelerated schools; and Aiken, the Diversified Education Experiences Program). The visits to these sites averaged about one day in length and consisted of interviews with project participants. All the interview sessions were informal yet extensive, several lasting for much of the day. Issues related to sustaining reforms that were explored included:

- keeping focus on key issues
- maintaining staff togetherness and focus

- keeping the experience new and rewarding
- allowing for change(s) that developed new energies

Issues related to replicating dropout prevention projects included:

- rationale and method of identifying replicate sites
- way program was operated within school; i.e., role of program in principal's repertoire
- selection of students
- selection of key staff
- training of key staff
- staff follow-up (including assessment)

Outcomes Study

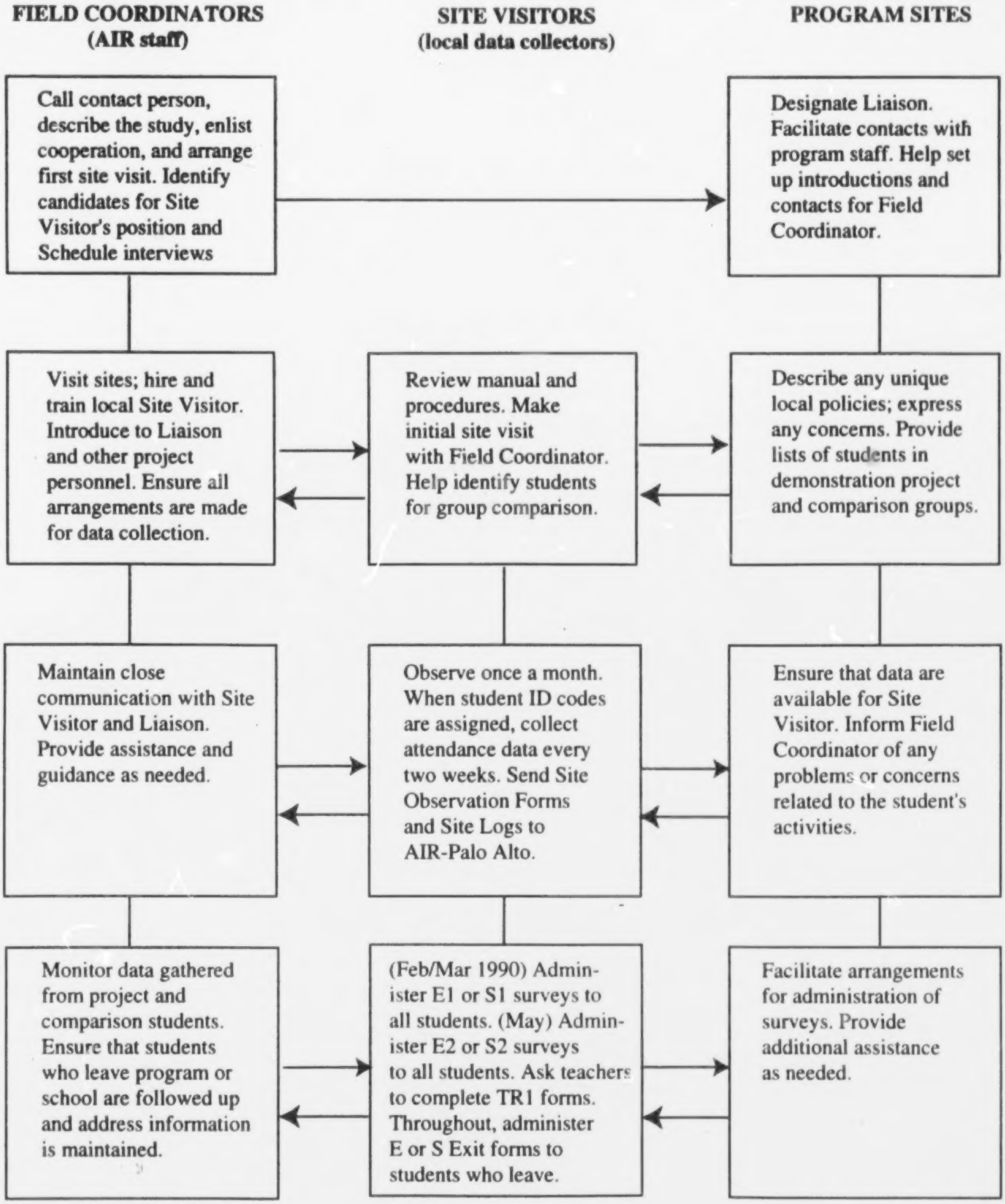
Selection and Training of On-Site Staff

The data collection plan for the outcomes study is shown in Figure B-1. As indicated, field coordinators maintained overall responsibility, working with local data collectors and project staff persons.

From the outset, outcome evaluation activities demanded close working relations with the projects to ensure that the required information was available and that sound data collection principles would be followed. A staff of eight field coordinators, including the Project director and Associate project director, supervised the sites; most field coordinators were directly responsible for operations at two sites. Visits were made to sites to verify the selections and to identify the grade levels to be included. We met with Project directors and other project staff and, in some cases, superintendents and principals, to enlist cooperation and support, and we observed the projects in action.

During the visits to the sites, field coordinators hired and trained on-site data collectors to gather data on the student samples. These on-site staff were either experienced researchers or graduate students in local colleges and universities; in two cases, they were carrying out similar work for an evaluation of dropout prevention projects in vocational education. The field coordinators provided on-site staff with several hours of pre-service training in the work they would be expected to do, following the procedures outlined in the comprehensive manual of data collection responsibilities and procedures which was provided to every on-site evaluation staff person.

Figure D-1. Overview of Data Collection Responsibilities for the Outcomes Study



Call contact person, describe the study, enlist cooperation, and arrange first site visit. Identify candidates for Site Visitor's position and Schedule interviews

Designate Liaison. Facilitate contacts with program staff. Help set up introductions and contacts for Field Coordinator.

Visit sites; hire and train local Site Visitor. Introduce to Liaison and other project personnel. Ensure all arrangements are made for data collection.

Review manual and procedures. Make initial site visit with Field Coordinator. Help identify students for group comparison.

Describe any unique local policies; express any concerns. Provide lists of students in demonstration project and comparison groups.

Maintain close communication with Site Visitor and Liaison. Provide assistance and guidance as needed.

Observe once a month. When student ID codes are assigned, collect attendance data every two weeks. Send Site Observation Forms and Site Logs to AIR-Palo Alto.

Ensure that data are available for Site Visitor. Inform Field Coordinator of any problems or concerns related to the student's activities.

Monitor data gathered from project and comparison students. Ensure that students who leave program or school are followed up and address information is maintained.

(Feb/Mar 1990) Administer E1 or S1 surveys to all students. (May) Administer E2 or S2 surveys to all students. Ask teachers to complete TR1 forms. Throughout, administer E or S Exit forms to students who leave.

Facilitate arrangements for administration of surveys. Provide additional assistance as needed.

The manual of data collection responsibilities and procedures, developed for this project, included background information on the study, supervision procedures and sources of help, and detailed instructions for 10 tasks the data collectors were to carry out:

1. Gather program information
2. Develop lists of program participants and comparison pools of students
3. Observe program activities, using the Site Observation Form
4. Extract data from program and school records, using the Records Form
5. Monitor attendance, discipline, and retention records, using the Site Log
6. Gather background data on program participants and data on students' attitudes, aspirations, and attainments, using the E1 and S1 student questionnaires
7. Follow up on students who leave the program or school, using the E and S Exit forms
8. Maintain on-going communication with the Field Coordinator
9. Submit reports and materials as directed
10. Represent the evaluation contractor when the Field Coordinator is not on site

The manual served as a resource and reference throughout the data collectors' work on the project.

During this first visit to project sites, arrangements were also made for the on-site data collectors to observe the project components in operation, so they understood clearly what project services the students in the sample were receiving, and could monitor them periodically. Over the course of their work, the data collectors were thus able to identify any significant changes in the project implementation and notify central evaluation staff so that those changes could be investigated and documented. Field coordinators telephoned their data collectors frequently, and a newsletter and occasional memoranda served to address common questions and to review procedures. Communication was ongoing; monitoring, continuous.

Development of Data Collection Forms and Materials

Five instruments were designed to gather data for the study of project-related student outcomes. Each is described in detail below; copies are included in Appendix C.

Student Survey of Attitudes and Plans for Education. Two versions of a student survey of attitudes and plans for education were developed: E1, for students in Grades 2–6, and S1, for students in Grades 7–12.

Version E-1 consisted of 35 items, organized into three sections:

- **All About You** (Items 1–11)—items on gender, race or ethnic background, and primary language; a self-esteem scale made up of six items; and two items about the respondent's home environment: language spoken and household composition

- **What You and Others Do or Think** (Items 12–27)—two items on school-related behaviors (e.g., how often you get to class on time and do homework; and how present behavior compares to last year's); three items on parent or guardian involvement in school (e.g., talking to teachers, attending school events, checking on students' homework); six items on attitudes toward school and education in general (e.g., attitudes toward people who finish high school); and four items on future plans (e.g., plans for finishing high school, type of job desired)
- **About Your Family** (Items 28–35)—items about father and mother's education and occupation

The E1 survey collected background, descriptive, and attitudinal information on students, and to facilitate comparative analyses with other databases it used items from the National Education Longitudinal Study of 1988 (NELS: 88). Any modifications of the NELS: 88 items were made solely to simplify wordings in light of the younger ages of the intended respondents. Data on self-esteem were collected using the six-item scale developed by Rosenberg and his colleagues in their work with educationally disadvantaged students in the elementary grades.[1]

The S1 version of the student survey had 46 items. It included all of the 35 items from the E1 survey with the exception of the six self-esteem items. Replacing those items was a ten-item version of the self-esteem scale developed by Rosenberg in 1965. In addition were items about marital status, children, and smoking habits, three items related to work (number of hours, pay, quality of relationships with co-workers); and more in-depth items on school participation (e.g., participation in activities, consultation with counselors). Format and headings were adapted for older readers (e.g., "All About You" in E1 is "Personal Information" in S1, type is smaller), but the overall structure and intent of the two surveys were the same.

Teacher Ratings. Four of the 15 projects served students in Kindergarten or first grade (some treatment students in Cushing, Hannibal, and Shreveport; all treatment students in Los Angeles). Because they could not be expected to read a survey—or even reliably answer one read to them—brief Teacher Rating forms for teachers were developed. Teachers were asked to use a five-point scale to rate each of these seven student-related behaviors:

- classroom citizenship
- classroom participation
- language development
- math/pre-math development

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[1] Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press. (Self-Esteem Scale, Appendix D, pp. 305-319).

- relationships with other students
- parent cooperation
- parent involvement

Teachers were asked to provide this information for two time points: the beginning of the 1989–90 school year and the end of the year.

Records forms. To gather data on actual school performance, a Records Form (ER1 for elementary students; SR1 for secondary students) was designed. Identical except for one SR1 item on credits earned toward graduation, the Records Forms included these items:

- birthdate
- address and telephone number
- name of parent or guardian
- previous grade completed
- average number of hours per week in project (1989–90)
- total days absent (1988–89 and 1989–90)
- standardized achievement test scores (two most current scores)
- yearly grade averages (1988–89 and 1989–90)
- total suspensions (1988–89 and 1989–90)

The birthdate, address, and parent data provided the means to track students when they moved. The last grade completed was to verify data for matching. The item on number of hours in project was to provide us with a measure of each student's exposure to the project, differentiating, for example, the student who attended one-hour group counseling sessions for a semester from the student who had three-hour individual counseling sessions for a school year. The attendance and disciplinary data gave us a means for comparing attendance and behavior before and during project participation, as well as between treatment and comparison students. Grades and achievement test scores provided measures of student achievement. The 1988–89 data were to provide baselines for students who entered projects in 1989–90. For students who participated in projects the previous year (1988–89), we developed Records Forms to gather their pre-treatment attendance, grade, and discipline data for 1987–88.

Site logs. To keep track of changes in student status—e.g., identify students who had moved or quit school—a Site Log was developed. This form was used to record *exceptions* to the patterns of school behavior one might typically expect of students: present in class each day with no behavior problems. The Site Log provided a means for monitoring attendance, discipline, and enrollment status on a monthly basis. When exits were recorded for students, on-site data collectors were instructed to record the reasons for the exits and to provide the exit dates as shown on school records.

Exit surveys. The E and S Exit Forms collected locator information on students for use in future follow-up and information on why the student left the project (and/or school), who the student talked to about leaving, and what changes might have caused the student to remain enrolled. The forms also gathered information on the students' education plans.

On-Site Data Collection

Confidentiality was carefully maintained throughout the data collection. Each student in the sample—whether a program or comparison student—was assigned a seven-digit identification code. These numbers—not names—were used on all data collection instruments, and lists that linked student names and numbers were kept secure.

On-site data collectors were responsible for gathering all of the data. They either administered surveys themselves or supervised their administration by project and school personnel. For the surveys, they consulted with their students' teachers to determine if students could read well enough to complete the surveys independently. In cases where it was either felt that they could not or it was observed during a session that students were having difficulty, the survey administrators read the items aloud, waiting for students to fill in their responses. For the K–1 students, data collectors distributed and collected Teacher Ratings forms.

Data collectors completed one Records Form for each project and comparison student in each year of the evaluation. (For projects serving participants in 1988–89, the data collectors also completed a Records Form to gather pre-treatment (i.e., 1987–88) data for project participants and similar data for comparison students.) At some sites, we were able to make arrangements to obtain data from central computers; at others, data collectors went through individual student files. To conform with Federal requirements concerning collection of individual information for research purposes, a summary document was placed in every student's file, indicating what data had been gathered, when, and under what authorization. To assist with student tracking, folders with return postcards were also inserted into these files, asking schools to inform us if the student moved and to provide the new school name and address.

Data collectors completed Site Logs on a regular basis, usually monthly. They made arrangements to obtain these data, either from attendance clerks or counselors at the individual schools or from central computer systems. Sometimes this required monthly visits to as many as 26 schools; in other cases, it required only a one-time contact with a local evaluator who then provided monthly printouts with the needed information. The most common arrangement involved visits to only a few schools where office staff, informed about what was needed, directed the data collectors toward source materials.

Transformation of Data

As data were collected from surveys and records, they were key-taped or key-entered, transformed into common metrics (in the case of records data), and checked to detect anomalous values.

Transformations of records information were relatively straightforward in most cases, i.e., grades were converted to four-point scales, and excused and unexcused absences and in-school and out-of-school suspensions were summed (and total absences were divided by total days of attendance). Data from standardized tests presented a somewhat more complex set of problems, namely that scores on various subscales (e.g., reading) had to be converted to national percentiles and then to normal curve equivalents. This process proved sufficiently difficult that analyses of test score data are not included in the present report. Checking and resolving of out-of-range values required many follow-up telephone calls to the demonstration projects. In the majority of cases, problems were resolved by correcting errors made during extraction of the data or in the recording/reporting of the data by school officials. Cases that could not be resolved by these means were set to missing.

Non-Response Adjustments

To provide a means for minimizing the possible effects of achieving less than a 100% response rate of collected data, missing data values were imputed and all analyses were performed on both the unadjusted and the adjusted files. To carry out the imputations, we used PROC IMPUTE, a procedure initially developed by AIR for the National Center for Education Statistics in 1980, with many capabilities added over the last 10 years.

PROC IMPUTE implements a variant of the *hot-deck* imputation method and consists of three steps. In the first step, linear relations are estimated among the variables based on data that are present. That is, the variables are arranged in an *optimal* order, and the best linear predictor of each successive variable in terms of a subset of the preceding (already imputed) variables is computed. To ensure that all significant bivariate relations are captured, a second set of predictions is also included using the results after all variables have been imputed once.

Because of the qualitative differences between Kindergarten, elementary, and secondary students involved in this evaluation, non-response adjustments were carried out separately for these three school levels. Due to the fact that the databases for each of the sites were too small to provide reliable bases for imputation, data for all the demonstration sites at each school level were used in the imputation procedure. The linear prediction equations are then based on the data combined across sites.

The second step in the imputation methodology is the generation of frequency distributions of the data available, for each variable, for each of several values of the linear predictor of that variable. Clearly, the number of values depends on the amount of data available for estimation. For variables that are well-predicted by other variables in the dataset, the frequency distributions will differ across values of the predictor: high values of the predictor will correspond to high values of the predicted variable. For variables not well-predicted, the frequency distributions will be similar across values of the predictor.

To account for the fact that frequency distributions of some variables may vary substantially across sites, the frequency distributions are computed separately for each site. For variables with a small number of values, the entire frequency distribution is generated. For variables that could take on a large number of values, the frequency distributions are approximated by continuous distributions. The family of continuous distributions used for the imputations are *triangular* histograms. That is, the range of values is divided into a series of discrete categories, and the distribution then characterized by (a) the percentage of cases in each category and (b) the mean of the values within each category. Within each category, the density is constructed as a non-negative linear function with the appropriate height and slope.

The third step in the imputation is to sample values from the appropriate constructed frequency distributions to fill in missing data. Thus, any missing value would be filled in from the distribution of responses of students whose critical characteristics (i.e., those that are included in the best linear predictor of the target variable) are most similar to the target student.

In the case of multiple missing responses, the imputations are carried out sequentially, using the relations computed in the first step, with the imputed value for the first variable included in the imputation of later variables.

To account for site-to-site variations in *project* characteristics for determining imputed values, implementation data in the form of ratings of programmatic emphases in each of the sites (i.e., academic instruction, self-esteem development, school affiliation, and parent involvement) were added to the files and used in estimating values for a *core* set of variables. These five-point ratings were provided by members of the implementation study teams who had visited the sites.

This core set of variables, which was subsequently used in the imputation of all other missing values, included variables describing site-to-site variations in student characteristics, and the variables describing site-to-site variations in programmatic emphasis. With some variations depending on the database being imputed, the student variables included in the core were: race/ethnicity, gender, grade level, socioeconomic status (a composite measure based on parents' educational and occupational status), age differential (i.e., the difference between a student's age and the nominal age of children in the same grade level), percent days absent in 1989–90, grade average in 1989–90, and score on (one of) Rosenberg's self-esteem scales. To impute any missing values among the core student variables, we used several related variables. For example, the racial/ethnic distribution of the school district of enrollment taken from the Common Core of Data was added to the files. There were no missing values for the core programmatic variables. Table D-1 lists the steps taken to impute missing values in the secondary school database.

Throughout imputation, no distinction was made between students in the treatment or control group. Not including group membership ensured that a response would be selected from the same distribution whether the student was in the treatment or control group. That is, imputation would not artificially create significant differences between the two focal groups.

Analyses have been conducted both on the imputed and non-imputed data. However, whenever more than half the data on a variable were missing at a site, the results from these analyses should not be relied on for inference.

Gain Score Analyses and Estimation of Mean Gains

Some dropout prevention projects may have had effects on rates of absence and on classroom grades, as well as on dropout rates. Therefore, absences and grades were measured as outcomes. In order to estimate a standard for absences and grades, the absences and grades of a comparison group of students were also recorded. However, because the comparison groups were not randomly determined, there was no assurance that the levels of absences and grades in the comparison group would be a sufficient standard. Therefore, to represent the effects of the program on individual students, absences and grades for students in the year before entry into the dropout prevention program were also recorded, and gains from the baseline year to the first or second follow-up were measured.

There are three major alternative analytical methods for taking pre-treatment measures and comparison group measures into account in computing a standard expectation for absences and grades: (1) an analysis of variance, measuring gains as a function of membership in the treatment group; (2) an analysis of variance of standardized gains, in which pre- and post-measures are divided by their standard deviations; and (3) an analysis of covariance, treating the pre-treatment measure as a covariate. Because the pre-treatment measure was no more free of measurement error than the follow-up measures, analysis of covariance was rejected because of the bias introduced into the analysis by the pre-treatment measurement error.

Table D-1: Imputation Sets for the Secondary School Database.

variable	imputation set 1	2	3	4	5	6	7	8
birth date	√	c	c	c	c	c	c	c
age differential	√	c		c	c	c	c	c
race: White	√	c	c	c	c	c	c	c
race: Black	√	c	c	c	c	c	c	c
race: Hispanic	√	c	c	c	c	c	c	c
race: Asian	√	c	c	c	c	c	c	c
sex	√	c	c	c	c	c	c	c
self-esteem	√	c	c	c	c	c	c	c
previous grade	√	c	c	c	c	c	c	c
socioeconomic status	√	c	c	c	c	c	c	c
grade 87/88		√						
grade 88/89		√						
grade 89/90	√	c	c	c	c	c	c	c
grade 90/91		√						
suspensions 87/88		√						
suspensions 88/89		√						
suspensions 89/90	√	c	c	c	c	c	c	c
suspensions 90/91		√						
adjusted absences 87/88		√						
adjusted absences 88/89		√						
adjusted absences 89/90	√	c	c	c	c	c	c	c
adjusted absences 90/91		√						
treatment hours 89/90	√	c	c	c	c	c	c	c
credit 89/90	√	c	c	c	c	c	c	c
district enrollment: Asian	c							
district enrollment: Black	c							
district enrollment: Hispanic	c							
district enrollment: Indians	c							
district enrollment: White	c							
emphasis: academic instruction	c	c	c	c	c	c	c	c
emphasis: school affiliation	c	c	c	c	c	c	c	c
emphasis: self-esteem development	c	c	c	c	c	c	c	c
emphasis: parent involvement	c	c	c	c	c	c	c	c
dropouts only 89/90		√						
dropouts only 90/91		√						
dropouts only 91/92		√						
dropouts plus 89/90		√						
dropouts plus 90/91		√						
dropouts plus 91/92		√						
Q2 - Q12s			√					
Q14a - Q17				√				
Q18a - Q22d					√			
Q23a - Q26						√		
Q27 - Q32e							√	
Q33a - Q44msei								√

√ *to be imputed*
c *core variable*

In fact, however, *raw* absences were not used. An analysis was conducted of the relations between baseline absences and absences during the follow-up period(s), to determine the most stable transform of this measure (i.e., the transform which would maximize the correlation between the measures in different years). As a result of this analysis, an adjusted absence measure was used that (a) truncated the distribution by treating all absence rates greater than 30% as 30%, and (b) rounded down as follows:

21% – 29% -> 20%;
16% – 19% -> 15%;
11% – 14% -> 10%;
6% – 9% -> 5%; and
1% – 4% -> 0%.

This transform, which had the effect of reducing random variation, increased the correlation substantially between baseline absences and absences during follow-up periods.

Finally, the actual analyses that were performed also controlled for differences in demographic characteristics, because of the imperfect match between treatment and control groups, accentuated by their different attrition rates. Thus, all analyses were performed within demographic groups and the results pooled across all groups to obtain an overall result for each evaluation program.

The demographic characteristics used to define the matched groups were race/ethnicity, age, and gender. Age was categorized as a dichotomy as more than one year older than the modal age for the grade, or not, and race as white or not. In each site, the three dichotomies could indicate as many as eight demographic categories. If some category were represented in the treatment group at a site but not in the comparison group, or vice versa, that category was deleted from the analysis for that site. This led to the elimination of some cases to avoid bias created by the over-representation of one demographic category in one of the comparison groups. For example, at one site, the treatment group contained only nonwhite students, while the comparison group was about one-third white—at that site, only data for nonwhite students were used in the comparative analysis. The reader can be assured that the reported means for the treatment and comparison groups at each site are not contaminated by different proportions of *old* students, white students, or males in the treatment and comparison groups. This standardization of means was carried out only within site because the projects at different sites were dealing with qualitatively different populations. Therefore, differences in outcomes across sites may reflect differences in student populations across sites.

Appendix E:

Data Collection Instruments

Appendix E: Part One
Implementation Study Instruments

SCHEDULE AND PURPOSE

INTERVIEW GUIDE FOR DISTRICT/SCHOOL ADMINISTRATORS

Interviewer:

Senior researcher responsible for all site observations at the project

Respondent:

District superintendent or designee

Schedule for administration:

Spring 1990

Purpose:

To collect community and school district information on the environment in which the demonstration operates, including level of support for education, trends in school reform, availability of services and resources for at-risk students.

To examine district policies and practices relevant to at-risk students.

To obtain policy-level perspectives on the demonstration project: its strengths and weaknesses, plans for institutionalization of the model or variations thereof for improving services to at-risk students.

To obtain perspectives on the potential of the model for replication or adaptation in other settings.

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

INTERVIEW GUIDE FOR DISTRICT/SCHOOL ADMINISTRATORS

SITE: ______________________________

DATE: ______________________________

RESPONDENT POSITION: ______________________________

SITE VISITOR: ______________________________

A. Project Context

1. Overview of school district (or host organization), including trends in school innovation and reform
2. Level of community support for schools generally
3. Level of host school support for project

B. District and School Policies and Practices for At-Risk Students

1. Policies on attendance, performance, suspension, expulsion
    - For all students
    - For at-risk students, if different
2. Availability of special programs other than the dropout demonstration project
3. Where the project fits in the overall scheme of services to at-risk students
4. Extensiveness of reentry activities for dropouts
5. District/school policies on parental involvement

C. Host Organization (If Other than School District)

1. Organizational type and size
2. Governance
3. Linkages with employers
4. Linkages with other community agencies

5. Linkages with other levels of schools (e.g., elementary to middle)
6. Linkages with postsecondary education/training institutions
7. Commitment of resources to the project

D. The Dropout Demonstration Project

1. Perceptions concerning implementation of the demonstration (issues, problems and their resolution)
2. Effectiveness of the project as it is currently implemented in addressing each of its goals (list goals)
3. Long-term plans for institutionalizing, expanding the demonstration project
4. Project's strengths and weaknesses
5. Strategies for improving the project

E. Replication Issues

1. Potential for replication or adaptation of the model in other settings
2. Fiscal and staff resources required
3. Key components of the model that must be included in adaptation
4. Strengths and weaknesses of the model
5. Barriers to replication/adaptation; their resolution

SCHEDULE AND PURPOSE

INTERVIEW GUIDE FOR PROJECT DIRECTORS

Interviewer:

Senior researcher responsible for all site observations at the project

Respondent:

Director of the dropout demonstration project

Schedule for administration:

Spring 1990

Purpose:

To obtain detailed information on the project: principal intervention, goals, configuration of services, expectations for students, project management, resources, and facilities, quality and commitment of staff.

To collect information on factors that affect the project's implementation, including barriers to operation of the project as planned, factors that have affected the success of the project in meeting its student-level objectives, internal and external problems that must be resolved to ensure project success.

To collect information useful for replication or adaptation of the project in other settings, depending on its demonstrated effectiveness in improving the educational experiences and outcomes of participants.

EVALUATION PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

INTERVIEW GUIDE FOR PROJECT DIRECTORS

SITE: ______________________________

DATE: ______________________________

RESPONDENT NAME: ______________________

SITE VISITOR: ________________________

A. Overview of the Project

1. Principal treatment focus
2. Project goals
3. Main project components
4. Primary emphasis (e.g., basic skills remediation, participant self-esteem)
5. Ancillary services
6. Key policies: attendance, performance, suspension, expulsion

B. Participants

1. Overall characterization
    - Ability, interest, enthusiasm
    - Achievement levels
    - Special target groups, if any
    - Post-school plans or aspirations
        - -- Before participation in the project
        - -- After participation in the project
2. Efficacy of recruitment strategies

C. Project Organization and Management

1. Governance structure
2. Level of decisionmaking autonomy
3. Advisory Committee, if any
    - Membership, responsibilities, relationship to project staff, frequency of meetings
4. Adequacy of project resources

D. **Project Staff**

1. Selection
2. Project-related training
3. Attitudes toward participants
4. Relationships between project staff and other school (or host organization) staff
5. Relationships with parents or families of participants

E. Implementation, Appropriateness, and Effectiveness of Project Components

1. Academic/basic skills components
   - Required classes
   - Teacher/participant ratio
   - Instructional strategies (i.e., computer-assisted, tutoring, etc.)
   - Integration with other components of participants' educational programs
   - Performance levels
   - Appropriateness and effectiveness of academic components
2. Counseling
   - Personal
     - -- Group
     - -- Individual
     - -- Family
   - Career
   - Academic
   - Vocational assessment
   - Appropriateness and effectiveness of counseling
3. Parental involvement
   - Purposes of involvement
   - Types of participation
     - -- Parent education
     - -- Parental involvement in project activities
   - Efforts to encourage participation
   - % of parents who participate
   - Appropriateness and effectiveness
   - Other

4. Vocational education components (if any)
   - Exploratory versus skill-specific focus
   - Vocational programs available to participants
   - Curricular approach (i.e., competency-based education)
   - Quality of equipment and facilities
   - Teacher/participant ratio
   - Appropriateness and effectiveness of vocational components
5. Work experience and job placement (if any)
   - Work-related experiences available, including sequences of experiences
   - Post-project placement and follow-up
   - Sources of placements
   - Mentoring
   - Appropriateness and effectiveness of work-related components
6. Other services
   - Student incentive/reward system
   - Child care
   - Transportation
   - Health (in school and/or out)
   - Social services
   - Appropriateness and effectiveness

F. **Implementation Issues**

1. Key actors
2. Coordination among staff at multiple project sites
3. Materials, equipment, other resources required
4. Timeframes and milestones
5. Barriers and their removal
6. Strengths and weaknesses of the project

G. **Evaluation**

1. Student assessment: interim and final
2. Ongoing project assessment
3. Improvements/adjustments planned

4. Student satisfaction, attitudes, self-esteem
5. Teacher assessment
6. Teacher satisfaction, attitudes about the project
7. Follow-up activities
8. Perceptions about the federal evaluation (help, hindrance, suggestions)

H. Linkages

1. Business and industry
2. Postsecondary institutions
3. Other service providers

I. Replication Issues

1. Potential for replication or adaptation of the model in other settings
2. Fiscal and staff resources required
3. Other resources (e.g., business partners, volunteers)
4. Key components of the model that must be included in an adaptation
5. Strengths and weaknesses of the model
6. Barriers to replication/adaptation; their resolution

SCHEDULE AND PURPOSE

INTERVIEW GUIDE FOR PROJECT TEACHERS

Interviewer:

Senior researcher responsible for all site observations at the project

Respondent:

Project instructional staff

Schedule for administration:

Spring 1990

Purpose:

To investigate the instruction provided, including scope and sequence of content, instructional strategies, amount of student contact time, coordination and linkages with other staff in the school, parents, business partners, and the like

To collect information on teacher perceptions concerning the efficacy of the intervention

To obtain information on the quality and commitment of teachers to the project and to meeting the educational and other needs of at-risk students

To assess the strengths and weaknesses of the model and identify potential areas for improvement

To analyze factors that may influence the replication or adaptation of the model in other settings

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

INTERVIEW GUIDE FOR PROJECT TEACHERS

SITE: ____________________

DATE: ____________________

RESPONDENT NAME: ____________________

SITE VISITOR: ____________________

A. **Project Implementation**

1. Primary and subsidiary goals of the project
2. Project cohesiveness/planning strategies
3. Interactions with other departments/teachers in the school (host)
4. Class size
5. Relationships with individual students
6. Overall perceptions on project implementation
   - Appropriateness of goals and components
   - Effectiveness in meeting each goal
   - Problems and solutions
7. Primary strengths and weaknesses
8. Suggestions for improvement
9. Integration of staff in multiple project settings
10. Strengths and weaknesses of the project

B. **Project Curriculum**

1. Scope of content to be covered
2. Adequacy of materials and texts
3. Adequacy of equipment and facilities
4. Types of testing and evaluation used
5. Extra- or co-curricular aspects of the project
6. Curricular approach (e.g., competency-based education)
7. Instructional strategies (e.g., individualized)

C. Students

1. Overall characterization
2. Ability, interest, and enthusiasm
3. Progress and achievement (program impact)
4. Availability of formal and informal support services, including remediation
5. Retention and attrition
6. Student aspirations and plans
7. Similarities and differences from other students respondent is currently teaching (or has recently taught)

E. Intended Outcomes in Addition to Retention and Graduation

1. Employment
2. Postsecondary enrollment
3. Attendance
4. Grades
5. Attitudes
6. Self-esteem
7. Aspirations
8. Educational investment behaviors
9. Parental involvement

F. Context and Linkages

1. Contacts with parents: purpose, frequency, utility
2. Other contacts
    - Employers
    - Community at large
    - Postsecondary institutions
    - Local Advisory Committees
    - Other service providers

G. Replication Issues

1. Key components in adaptation
2. Strengths and weaknesses of the model
3. Barriers to replication/adaptation; their resolution

SCHEDULE AND PURPOSE

INTERVIEW GUIDE FOR ANCILLARY STAFF

Interviewer:

Senior researcher responsible for all site observations at the project

Respondent:

Ancillary staff assigned to the project, particularly counselors

Schedule for administration:

Spring 1990

Purpose:

To describe the responsibilities of ancillary staff, including types of interactions with students, amount of student contact time, role in student screening and selection, job placement, and career and other counseling

To examine other responsibilities of ancillary staff, including involvement with parents, other service providers, and the business community

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

INTERVIEW GUIDE FOR ANCILLARY STAFF

SITE: ______________________________

DATE: ______________________________

RESPONDENT POSITION: ______________________________

RESPONDENT NAME: ______________________________

SITE VISITOR: ______________________________

A. Description of In-school Responsibilities

1. Direct contact with students
2. Types of interactions with students
3. Amount of time spent with individual students
4. Role in student selection
5. Role in student counseling/advising
6. Role in student job placement
7. Other responsibilities

B. Description of Responsibilities Beyond the School

1. Contact with families
2. Contact with postsecondary institutions
3. Contact with employers
4. Contact with community-based organizations
5. Contact with health, mental health, or public assistance agencies
6. Other

SCHEDULE AND PURPOSE

STAFF TRAINING/EXPERIENCE RECORD

Administrator:

Self-administered by project staff

Respondent:

Project staff

Schedule for administration:

Spring 1990

Purpose:

To obtain information on the staff qualifications and experience relevant to their specific assignments in the project, including whether they are assigned to the project full time or split their time between the project and other assignments

To examine extent to which staff are experienced in working with at-risk children and youth, nature and amount of inservice training associated with their assignment to the project, and types of involvement with students or parents beyond the school environment

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

STAFF TRAINING/EXPERIENCE RECORD

SITE: ______________________

DATE: ______________________

RESPONDENT
POSITION: ______________________

SITE VISITOR: ______________________

The following information should be obtained for all staff persons working on the project.

A. **Personal Background Information**

1. Training/preparation
   - Degrees
   - Years awarded
   - Certification or licenses
   - Type and amount of preparation for assignment to the project
2. Experience (number of years)
   - Teaching
   - Counseling
   - Administration
   - Primary responsibilities prior to assignment to the project
   - Work with at-risk children and youth or their families
   - Other relevant work experience (specify)

B. **Project Responsibilities**

1. Teaching (specify subjects and proportion of overall current assignment)
2. Counseling (proportion of overall current assignment)
3. Administration (proportion of overall current assignment)
4. Liaison with community organizations or families
5. Other (specify) ______________________
6. Project-related responsibilities beyond the school (specify nature and average number of hours per week--e.g., home visits)

C. **Other Current Assignments**

1. Teaching
2. Counseling
3. Administration
4. Other (specify) ______________________

SCHEDULE AND PURPOSE

BUSINESS PARTNER INTERVIEW GUIDE

Interviewer:

Senior researcher responsible for all site observations at the project

Respondent:

Private sector representatives who are actively involved in the project as business partners

Schedule for administration:

Spring 1990

Purpose:

To explore the types of activities the business partners undertake in support of the project.

To obtain the private sector's perspectives on the strengths and weaknesses of the project as implemented in terms of preparing students for the labor market (job skills, academic and critical thinking skills, employability skills) or for further education or training.

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSITANCE PROGRAM

INTERVIEW GUIDE FOR BUSINESS PARTNERS

SITE: ______________________________

DATE: ______________________________

RESPONDENT
POSITION: ___________________________

RESPONDENT NAME: ____________________

SITE VISITOR: _______________________

A. Involvement With the Project

1. Provision of work experience placements for participants
2. Supervision of students on the job
3. Service in an advisory capacity
4. Mentoring of students
5. Speeches to groups of students
6. Arrangement of field trips for students
7. Other

B. Strengths and Weaknesses of the Project

1. Job skills of participants
2. Mastery of basic skills
3. Work-related attitudes/employability skills
4. Comparisons with other entry-level employees
5. Perceptions concerning effectiveness of the project in achieving its goals
6. Areas where improvement is needed

SCHEDULE AND PURPOSE

SCHOOL/COMMUNITY CONTEXT RECORD

Administrator:

Site assistant

Respondent:

Records to the extent possible, to be supplemented by consultation with the project director as necessary

Schedule for administration:

Spring 1990

Purpose:

To collect information on the community, district (or community-based organization), and school environment in which the project operates; principally to provide a framework for understanding the nature and severity of the locality's dropout problem

To provide information on the performance of the district in terms of educational requirements and resources (graduation rate, dropout rates, policies and programs targeted to at-risk students), and post-school outcomes of the high school student population

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

SCHOOL/COMMUNITY CONTEXT RECORD

SITE: ______________________________

DATE: ______________________________

SITE VISITOR: ________________________

A. Community Context
  1. Population size
  2. Racial/ethnic distribution
  3. Size of school-age population
  4. Socioeconomic status
     - % of families living in poverty
     - # of children living in poverty
  5. Labor market conditions
     - Overall unemployment rate
     - Youth unemployment rate
     - Minority youth unemployment rate
     - Types of industry and business

B. District/School Context
  1. Number of schools in the district
     - Elementary
     - Middle/junior high schools
     - High schools
     - Alternative schools
  2. Dropout rates
     - District overall
     - Project school(s)
     - Changes over time in dropout rates (past five years)
       - -- District overall
       - -- Project school(s)

3. School population's socioeconomic status
    - % of students eligible for free or reduced-price lunch
        - District overall
        - Project school(s)
4. Race/ethnicity
    - District overall
    - Project school(s)
5. Handicapped students
    - District overall (% of all students)
    - Project school(s) (% of all students)
6. Teenage pregnancy rates
    - District overall (% of all students)
    - Project school(s) (% of all students)
7. Elementary/middle school average daily attendance rates
    - District overall
    - Project school(s)
    - Changes over time in ADA rates (past five years)
8. High school attendance and graduation rates
    - District's high schools overall
        - Average Daily Attendance
        - Graduation rate
    - Project school(s)
        - Average Daily Attendance
        - Graduation rate
    - Changes over time in ADA and graduation rates (past five years)
        - District overall
        - Project school(s)
    - District graduation requirements
        - Total number of credits required
        - Number of nonelective credits required (specify subject distribution)
        - Competency tests (specify areas and timelines)

9. Proportion of graduates enrolling in postsecondary education or training
    - District overall
    - Project school(s) [if high school]
10. Proportion of graduates entering employment
    - District overall
    - Project school(s) [if high school]

SCHEDULE AND PURPOSE

PROJECT RESOURCE QUESTIONNAIRE

Administrator:

Site assistant

Respondent:

Records to the extent possible; to be supplemented by consultation with the project director as necessary

Schedule for administration

Spring 1990

Purpose:

To obtain information on the fiscal and human resources that support the project, including (1) demonstration grant funds and other federal, state, and local funds, (2) staff assigned to the project, and (3) fiscal and human resource contributions from business partners and other volunteers

To investigate the influence of resources allocation on project operations, activities, and outcomes

EVALUATION OF PROJECTS FUNDED BY THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

PROJECT RESOURCE QUESTIONNAIRE

SITE: ________________________________

DATE: ________________________________

The purpose of this form is to identify the types and sources of the resources that contribute to this project, including funding, personnel, facilities, and the like. Collection of this information is important for analyzing the context in which student outcomes are achieved by each of the projects participating in the evaluation. Information provided will be confidential and will not be used for any purpose other than the analytic needs of the evaluation. Please provide information for the 1989-90 school year.

A. Project Participation

1. Total number of students currently served by the project: ________
2. Total number of slots available in the 1989-90 school year: _____ (slots: maximum number of youth that the project can serve at any one time)
3. Average length of time (in weeks) participants receive services from the project: _____
4. Expected length of project participation (e.g., semester, year): ___
5. Hours per week per student of contact with the project: _____
6. Number of students who applied for the project: _______

B. Project Funding

1. Average per-pupil expenditures for this school during the 1989-90 school year: _____
2. Average per-pupil expenditures for project participants during the 1989-90 school year: _____

3. In the following chart, please indicate the sources, amounts, and uses of the funds available for operation of the (project name) during school year 1989-90.

Funding source	Amount	Uses of funds
Regular funds	$________	
Salaries/fringe	$________	____________________
Equipment	$________	____________________
Supplies	$________	____________________
etc.	$________	____________________
Demonstration grant		
Salaries/fringe	$________	____________________
Equipment	$________	____________________
Supplies	$________	____________________
etc.	$________	____________________
Private funds	$________	____________________
Other (specify)	$________	____________________

C. Project Personnel

In the following chart, please indicate the numbers and categories of staff assigned to the project.

Category	Total FTE	# Full Time	# Part Time
Administrators	________	________	________
Certified teachers			
Vocational	________	________	________
Academic	________	________	________
Counselors	________	________	________
Paraprofessionals/ aides	________	________	________

Secretarial			
Parents			
Other (specify)			

6. Please indicate the types of contributions made by volunteers:

Advisory Committee ____________

Task Force ____________

Speakers ____________

Mentors ____________

Tutors ____________

Job supervisors ____________

Curriculum development ____________

Staff development ____________

Other (specify) ____

7. Please estimate the total number of full-day equivalents contributed to the project by volunteers: ____________

Appendix E: Part Two

Outcomes Study Instruments

OMB Clearance No:
1875-0040 exp. 12/92

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0040, Washington, D.C. 20503.

Student Survey of Attitudes and Plans for Education

Version E1

Please mark your answers by coloring the circles using a dark pen or pencil. If you change your answer, erase your answer carefully or put an "X" through it. Then, mark the answer you want to give by coloring in the circle(s). If there is a question that you would rather not answer, put an "X" through it and go to the next question.

This is not a test, but we do want you to give the answers that best describe you. Take your time and think about each question before you answer.

The answers you give will be kept confidential. They will not be shown to anyone at school or to your parents. They will only be used with the answers of other students to describe the general attitudes and plans of students across the country.

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

All About You

(MARK ONE)

1. Are you a boy or a girl?

Boy.. ○ 1
Girl.. ○ 2

2. Which best describes you?

Asian or Pacific Islander........................... ○ 1
Hispanic, regardless of race...................... ○ 2
Black, not of Hispanic origin...................... ○ 3
White, not of Hispanic origin..................... ○ 4
American Indian or Alaskan Native............. ○ 5

3. A kid told me: "There's a lot wrong with me."
Do you ever feel like this?

Yes, a lot .... ○ 1
Yes, a little .... ○ 2
No.. ○ 3

4. Another kid said: "I'm not much good at anything."
Do you ever feel like this?

Yes, a lot .... ○ 1
Yes, a little .... ○ 2
No.. ○ 3

5. Everbody has some things about him or her which are good and some things about him or her which are bad.
Are more of the things about you

Good.. ○ 1
Bad.. ○ 2
Both about the same............................... ○ 3

6. Another kid said: "I am no good."
Do you ever feel like this?

Yes, a lot .... ○ 1
Yes, a little .... ○ 2
No.. ○ 3

7. How happy are you with the kind of person you are?

Very happy... ○ 1
Pretty happy.. ○ 2
A little happy.. ○ 3
Not at all happy.................................... ○ 4

8. Another kid said: "I think I am no good at all."
Do you ever feel like this?

Yes, a lot .... ○ 1
Yes, a little .... ○ 2
No.. ○ 3

9. What language, other than English, do you currently use most often?

Spanish .... ○ 1
Chinese .... ○ 2
Japanese .... ○ 3
Korean.. ○ 4
Vietnamese .... ○ 5
Cambodian .... ○ 6
A Filipino language .... ○ 7
Italian .... ○ 8
French .... ○ 9
German .... ○10
Greek .... ○11
Polish .... ○12
Portuguese .... ○13
Not applicable: I use only English.............. ○14

Other ______________________ .... ○15

10. What language do the people in your home usually speak?

English ○ 1
Spanish ○ 2
Chinese ○ 3
Japanese ○ 4
Korean ○ 5
Vietnamese ○ 6
Cambodian ○ 7
A Filipino language ○ 8
Italian ○ 9
French ○ 10
German ○ 11
Greek ○ 12
Polish ○ 13
Portuguese ○ 14

Other ________________________ ○ 15

(MARK ALL THAT APPLY)

11. Which of the following people live in the same household with you?

I live alone ○ 1
Father ○ 2
Other male guardian
  stepfather ○ 3
  foster father ○ 4
  other(specify): ________________ ○ 5
Mother ○ 6
Other female guardian
  stepmother ○ 7
  foster mother ○ 8
  other(specify): ________________ ○ 9
Brother(s) (including step- or half-) ○ 10
Sister(s) (including step- or half-) ○ 11
Grandparent(s) ○ 12
Other relative(s)--children ○ 13
Other relative(s)--adults ○ 14
Non-relative(s)--children ○ 15
Non-relative(s)--adults ○ 16

What You and Others Do or Think

(MARK ONE FOR EACH)

12. How often do you do the following things?

	Often	Sometimes	Rarely	Never
Get to class on time	○ 1	○ 2	○ 3	○ 4
Work on class projects	○ 1	○ 2	○ 3	○ 4
Help friends with classwork	○ 1	○ 2	○ 3	○ 4
Do homework	○ 1	○ 2	○ 3	○ 4
Help brothers or sisters with homework	○ 1	○ 2	○ 3	○ 4
Read books or magazines	○ 1	○ 2	○ 3	○ 4
Play sports	○ 1	○ 2	○ 3	○ 4
Play a musical instrument	○ 1	○ 2	○ 3	○ 4

13. Compared to last year, how well are you doing these things now?

	Better	Same	Worse
Getting to class on time	○ 1	○ 2	○ 3
Working on class projects	○ 1	○ 2	○ 3
Helping friends with classwork	○ 1	○ 2	○ 3
Doing homework	○ 1	○ 2	○ 3
Helping brothers or sisters with homework	○ 1	○ 2	○ 3
Reading books or magazines	○ 1	○ 2	○ 3
Playing sports	○ 1	○ 2	○ 3
Playing a musical instrument	○ 1	○ 2	○ 3

14. How often do your parents or guardians do the following things?

	Often	Sometimes	Rarely	Never
Talk to your teachers	○ 1	○ 2	○ 3	○ 4
Visit your class(es)	○ 1	○ 2	○ 3	○ 4
Help you with your homework	○ 1	○ 2	○ 3	○ 4
Read books or magazines	○ 1	○ 2	○ 3	○ 4
Watch you play sports	○ 1	○ 2	○ 3	○ 4
Listen to you play music	○ 1	○ 2	○ 3	○ 4

15. Since the beginning of this school year, has either of your parents or guardians done any of the following?

	Yes	No	IDon't Know
Attended a school meeting	○ 1	○ 2	○ 3
Phoned or spoken to your teacher or counselor	○ 1	○ 2	○ 3
Visited your classes	○ 1	○ 2	○ 3
Attended a school event such as a play, concert, gym exhibit, sports competition, honor ceremony, or science fair where YOU participated	○ 1	○ 2	○ 3

16. How often do your parents or guardians do the following?

	Often	Sometimes	Rarely	Never
Check on whether you have done your homework	○ 1	○ 2	○ 3	○ 4
Require you to do work or chores around the home	○ 1	○ 2	○ 3	○ 4
Limit the amount of time you can spend watching TV	○ 1	○ 2	○ 3	○ 4

17. How often do you have the following thoughts?

	Often	Sometimes	Rarely	Never
School is a waste of time	○ 1	○ 2	○ 3	○ 4
School is important	○ 1	○ 2	○ 3	○ 4
There are better things to do than going to school	○ 1	○ 2	○ 3	○ 4
Reading is fun	○ 1	○ 2	○ 3	○ 4
Learning from books is not worth much	○ 1	○ 2	○ 3	○ 4

18. How often do you think your parents or guardians have the following thoughts?

	Often	Sometimes	Rarely	Never
School is a waste of time	○ 1	○ 2	○ 3	○ 4
School is important	○ 1	○ 2	○ 3	○ 4
There are better things to do than going to school	○ 1	○ 2	○ 3	○ 4
Reading is fun	○ 1	○ 2	○ 3	○ 4
Learning from books is not worth much	○ 1	○ 2	○ 3	○ 4

19. Do you think that people who finish high school

	Yes	No
Make more money than others	○ 1	○ 2
Are smarter than others	○ 1	○ 2
Have better lives than others	○ 1	○ 2
Have better friends than others	○ 1	○ 2
Get better jobs than others	○ 1	○ 2

20. Do you need a high school diploma for these jobs?

	Yes	No
Salesperson	○ 1	○ 2
Minister or other local church leader	○ 1	○ 2
Lawyer	○ 1	○ 2
Professional athlete	○ 1	○ 2
Professional entertainer	○ 1	○ 2
Truck driver	○ 1	○ 2
Teacher	○ 1	○ 2
Janitor	○ 1	○ 2
Doctor	○ 1	○ 2

21. Do you need a college degree for these jobs?

	Yes	No
Salesperson	○ 1	○ 2
Minister or other local church leader	○ 1	○ 2
Lawyer	○ 1	○ 2
Professional athlete	○ 1	○ 2
Professional entertainer	○ 1	○ 2
Truck driver	○ 1	○ 2
Teacher	○ 1	○ 2
Janitor	○ 1	○ 2
Doctor	○ 1	○ 2

(MARK ONE)

22. Do you ever feel bored when you are at school?

Never .... ○ 1
Once in a while .... ○ 2
About half of the time .... ○ 3
Most of the time .... ○ 4

23. Do you want to finish high school when you are older?

Yes .... ○ 1
No .... ○ 2

24. Do you expect to finish high school when you are older?

Yes .... ○ 1
No .... ○ 2

25. Do your parents or guardians expect you to finish high school?

Yes .... ○ 1
No .... ○ 2

(WRITE IN)

26. What kind of job would you like to have when you finish school?

____

27. What is the name and address of a close friend or relative of yours who will always know how to get in touch with you?

Name ______________________________

Address & Street ______________________________

City, State, & Zip ______________________________

Telephone number ______________________________
(Area Code)

About Your Family

(MARK THE HIGHEST LEVEL)

28. How far in school did your father or male guardian go? (If you have both a father and a male guardian, answer for the one who lives with you.)

Did not finish high school	○ 1
Graduated from high school	○ 2
Received high school equivalent (GED)	○ 3
After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school	○ 4
After graduating from high school, went to college but did not complete a four-year degree	○ 5
Graduated from college	○ 6
Master's degree or equivalent	○ 7
Ph.D., M.D., or other advanced professional degree	○ 8
Don't know	○ 9

29. How far in school did your mother or female guardian go? (If you have both a mother and a female guardian, answer for the one who lives with you.)

Did not finish high school	○ 1
Graduated from high school	○ 2
Received high school equivalent (GED)	○ 3
After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school	○ 4
After graduating from high school, went to college but did not complete a four-year degree	○ 5
Graduated from college	○ 6
Master's degree or equivalent	○ 7
Ph.D., M.D., or other advanced professional degree	○ 8
Don't know	○ 9

(MARK ONE)

30. Does your father or male guardian work or has he ever worked? (If you have both a father and a male guardian, answer for the one who lives with you.)

Yes	○ 1
No	○ 2
I don't know	○ 3
I don't have a father or male guardian	○ 4

If you said **YES**, write in answers to questions 31 and 32 for his most recent job. (If he works more than one job, please answer for the job you think is his main job.)

31. What is his job called?

32. What does he do in that job? What are some of his main duties?

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Student Survey of Attitudes and Plans for Education

Version S1

Please mark your answers by coloring the circles using a dark pen or pencil. If you change your answer, erase your answer carefully or put an "X" through it. Then, mark the answer you want to give by coloring in the circle(s). If there is a question that you would rather not answer, put an "X" through it and go to the next question.

This is not a test, but we do want you to give the answers that best describe you. Take your time and think about each question before you answer.

The answers you give will be kept confidential. They will not be shown to anyone at school or to your parents. They will only be used with the answers of other students to describe the general attitudes and plans of students across the country.

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Personal Information

(MARK ONE)

1. What is your sex?

Male ○ 1
Female ○ 2

2. Are you married?

Yes ○ 1
No ○ 2

3. Do you have any children?

Yes ○ 1
No ○ 2

4. How many cigarettes do you usually smoke a day?

I don't smoke ○ 1
1 to 5 cigarettes a day ○ 2
About 1/2 pack a day ○ 3
More than 1/2 pack but less than 2 packs a day ○ 4
Two packs a day or more ○ 5

5. Which best describes you?

Asian or Pacific Islander ○ 1
Hispanic, regardless of race ○ 2
Black, not of Hispanic origin ○ 3
White, not of Hispanic origin ○ 4
American Indian or Alaskan Native ○ 5

6. What language, other than English, do you currently use most often?

Spanish ○ 1
Chinese ○ 2
Japanese ○ 3
Korean ○ 4
Vietnamese ○ 5
Cambodian ○ 6
A Filipino language ○ 7
Italian ○ 8
French ○ 9
German ○10
Greek ○11
Polish ○12
Portuguese ○13
Other ______________ ○14
Not applicable--I use only English ○15

7. Not counting chores around the house, how many hours do/did you work a week for pay on your present or most recent job?

None, never worked for pay during regular school year ○ 1
Up to 4 hours a week ○ 2
5-10 hours a week ○ 3
11-20 hours a week ○ 4
21 or more hours a week ○ 5

8. What was your pay per hour on your most recent job? ___________

I have never worked for pay ○ 1

9. How do you get along with persons at your job?

I don't work for pay ○ 1
It's hard for me to make friends ○ 2
I like to be left alone ○ 3
I usually end up arguing or fighting ○ 4
I get along OK with others ○ 5
I have made some good friends ○ 6

(MARK ALL THAT APPLY)

10. Which of the following people live in the same household with you?

I live alone ○ 1
Boy or Girl friend ○ 2
Husband or Wife ○ 3
My child or children ○ 4
Father ○ 5
Other male guardian
  stepfather ○ 6
  foster father ○ 7
  other(specify): ____________ ○ 8
Mother ○ 9
Other female guardian
  stepmother ○10
  foster mother ○11
  other(specify): ____________ ○12
Brother(s) (including step- or half-) ○13
Sister(s) (including step- or half-) ○14
Grandparent(s) ○15
Other relative(s)--children ○16
Other relative(s)--adults ○17
Non-relative(s)--children ○18
Non-relative(s)--adults ○19

(MARK ONE)

11. What language do the people in your home usually speak?

English	○ 1
Spanish	○ 2
Chinese	○ 3
Japanese	○ 4
Korean	○ 5
Vietnamese	○ 6
Cambodian	○ 7
A Filipino language	○ 8
Italian	○ 9
French	○10
German	○11
Greek	○12
Polish	○13
Portuguese	○14
Other ______________	○15

12. What OTHER language is spoken in your home?

No other language is spoken	○ 1
The other language spoken is:	
English	○ 2
Spanish	○ 3
Chinese	○ 4
Japanese	○ 5
Korean	○ 6
Vietnamese	○ 7
Cambodian	○ 8
A Filipino language	○ 9
Italian	○10
French	○11
German	○12
Greek	○13
Polish	○14
Portuguese	○15
Other ______________	○16

Feelings About Yourself

(MARK ONE FOR EACH)

13. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel that I'm at least as good as other people	○ 1	○ 2	○ 3	○ 4
I feel I have a number of good qualities	○ 1	○ 2	○ 3	○ 4
All in all, I think of myself as a failure	○ 1	○ 2	○ 3	○ 4
I am able to do things as well as most people	○ 1	○ 2	○ 3	○ 4
I feel that I do not have much to be proud of	○ 1	○ 2	○ 3	○ 4
I have a positive attitude about myself	○ 1	○ 2	○ 3	○ 4
On the whole, I'm satisfied with myself	○ 1	○ 2	○ 3	○ 4
I wish I could have more respect for myself	○ 1	○ 2	○ 3	○ 4
I certainly feel useless at times	○ 1	○ 2	○ 3	○ 4
At times I think I am no good at all	○ 1	○ 2	○ 3	○ 4

What You and Others Do

(MARK ONE FOR EACH)

14. How often do you do the following things?

	Often	Sometimes	Rarely	Never
Get to class on time	○ 1	○ 2	○ 3	○ 4
Work on class projects	○ 1	○ 2	○ 3	○ 4
Help friends with classwork	○ 1	○ 2	○ 3	○ 4
Do homework	○ 1	○ 2	○ 3	○ 4
Help brothers or sisters with homework	○ 1	○ 2	○ 3	○ 4
Read books or magazines	○ 1	○ 2	○ 3	○ 4
Play sports	○ 1	○ 2	○ 3	○ 4
Play a musical instrument	○ 1	○ 2	○ 3	○ 4

15. Compared to last year, how well are you doing these things now?

	Better	Same	Worse
Getting to class on time	○ 1	○ 2	○ 3
Working on class projects	○ 1	○ 2	○ 3
Helping friends with classwork	○ 1	○ 2	○ 3
Doing homework	○ 1	○ 2	○ 3
Helping brothers or sisters with homework	○ 1	○ 2	○ 3
Reading books or magazines	○ 1	○ 2	○ 3
Playing sports	○ 1	○ 2	○ 3
Playing a musical instrument	○ 1	○ 2	○ 3

(MARK ALL THAT APPLY)

16. Which types of activities have you participated in during the current school year?

I have not been involved in any activities ○ 1
Science fairs ○ 2
School varsity sports-playing against teams from other schools ○ 3
Intramural sports-playing against teams from your own school ○ 4
Cheerleading ○ 5
Band or orchestra ○ 6
Chorus or choir ○ 7
Dance ○ 8
History club ○ 9
Science club ○10
Math club ○11
Foreign language club ○12
Other subject matter club ○13
Debate or speech team ○14
Drama club ○15
Academic Honors Society ○16
Student newspaper ○17
Student yearbook ○18
Student council ○19
Computer club ○20
Religious organization ○21
Vocational education club ○22
Volunteering or performing community service ○23

(MARK ONE)

17. How do you get along with students at your school?

It's hard for me to make friends ○ 1
I like to be left alone ○ 2
I usually end up arguing or fighting ○ 3
I get along OK with others ○ 4
I have made some good friends ○ 5

(MARK ONE FOR EACH)

18. Since the beginning of this school year, have you talked to a counselor at your school or a teacher at your school for any of the following reasons?

	Yes	No
To get information about high schools or high school programs	○ 1	○ 2
To get information about jobs or careers that you might be interested in after finishing school	○ 1	○ 2
To help improve your academic work in school right now	○ 1	○ 2
To select courses or programs at school	○ 1	○ 2
Things you've studied in class	○ 1	○ 2
To get information or counseling on alcohol or drug abuse	○ 1	○ 2
For counseling on personal problems	○ 1	○ 2

19. Since the beginning of this school year, have you talked to an adult relative or an adult friend (other than your parents) for any of the following reasons?

	Yes	No
To get information about high schools or high school programs	○ 1	○ 2
To get information about jobs or careers that you might be interested in after finishing school	○ 1	○ 2
To help improve your academic work in school right now	○ 1	○ 2
To select courses or programs at school	○ 1	○ 2
Things you've studied in class	○ 1	○ 2
To get information or counseling on alcohol or drug abuse	○ 1	○ 2
For counseling on personal problems	○ 1	○ 2

20. Since the beginning of this school year, how often have you discussed the following with either or both of your parents or guardians?

	Not at All	Once or Twice	Three or More Times
Selecting courses or programs at school	○ 1	○ 2	○ 3
School activities or events of particular interest to you	○ 1	○ 2	○ 3
Things you've studied in class	○ 1	○ 2	○ 3

21. Since the beginning of this school year, has either of your parents or guardians done any of the following?

	Yes	No	I Don't Know
Attended a school meeting	○ 1	○ 2	○ 3
Phoned or spoken to your teacher or counselor	○ 1	○ 2	○ 3
Visited your classes	○ 1	○ 2	○ 3
Attended a school event such as a play, concert, gym exhibit, sports competition, honor ceremony or science fair where YOU participated	○ 1	○ 2	○ 3

(MARK ONE FOR EACH)

22. How often do your parents or guardians do the following?

	Often	Sometimes	Rarely	Never
Check on whether you have done your homework	○ 1	○ 2	○ 3	○ 4
Require you to do work or chores around the home	○ 1	○ 2	○ 3	○ 4
Limit the amount of time you can spend watching TV	○ 1	○ 2	○ 3	○ 4
Limit the amount of time for going out with friends on school nights	○ 1	○ 2	○ 3	○ 4

What You and Others Think

23. How often do you have the following thoughts?

	Often	Sometimes	Rarely	Never
School is a waste of time	○ 1	○ 2	○ 3	○ 4
School is important	○ 1	○ 2	○ 3	○ 4
Staying home would be better than school	○ 1	○ 2	○ 3	○ 4
Reading is fun	○ 1	○ 2	○ 3	○ 4
Learning from books is not worth much	○ 1	○ 2	○ 3	○ 4

24. How often do you think your parents or other family have the following thoughts?

	Often	Sometimes	Rarely	Never
School is a waste of time	○ 1	○ 2	○ 3	○ 4
School is important	○ 1	○ 2	○ 3	○ 4
Staying home would be better than school	○ 1	○ 2	○ 3	○ 4
Reading is fun	○ 1	○ 2	○ 3	○ 4
Learning from books is not worth much	○ 1	○ 2	○ 3	○ 4

25. How much do you agree with each of the following statements about your school and teachers?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students get along well with teachers	○ 1	○ 2	○ 3	○ 4
There is real school spirit	○ 1	○ 2	○ 3	○ 4
Rules for behavior are strict	○ 1	○ 2	○ 3	○ 4
Discipline is fair	○ 1	○ 2	○ 3	○ 4
Other students often disrupt classes	○ 1	○ 2	○ 3	○ 4
The teaching is good	○ 1	○ 2	○ 3	○ 4
Teachers are interested in students	○ 1	○ 2	○ 3	○ 4
When I work hard on schoolwork, my teachers praise my effort	○ 1	○ 2	○ 3	○ 4
In class I often feel "put down" by my teachers	○ 1	○ 2	○ 3	○ 4
Most of my teachers really listen to what I have to say	○ 1	○ 2	○ 3	○ 4
I don't feel safe at this school	○ 1	○ 2	○ 3	○ 4
Disruptions by other students get in the way of my learning	○ 1	○ 2	○ 3	○ 4
Misbehaving students often get away with it	○ 1	○ 2	○ 3	○ 4

(MARK ONE)

26. Do you ever feel bored when you are at school?

Never ○ 1
Once in a while ○ 2
About half of the time ○ 3
Most of the time ○ 4

Future Plans

27. As things stand now, how far in school do you think you will get?

Won't finish high school ○ 1
Will graduate from high school but won't go any further ○ 2
Will go to a vocational, trade, or business school after high school ○ 3
Will attend college ○ 4
Will graduate from college ○ 5
Will attend a higher level of school after graduating from college ○ 6

28. How far in school do you think your parents or guardians want you to get?

Less than high school graduation ○ 1
Graduate from high school, but not go any further ○ 2
Go to vocational, trade, or business school after high school ○ 3
Attend college ○ 4
Graduate from college ○ 5
Attend a higher level of school after graduating from college ○ 6
I don't know ○ 7

29. How important is it to you to graduate from high school?

Very important ○ 1
Somewhat important ○ 2
Not important at all ○ 3

30. How sure are you that you will graduate from high school?

Very sure I'll graduate ○ 1
I'll probably graduate ○ 2
I probably won't graduate ○ 3
Very sure I won't graduate ○ 4

(MARK ONE FOR EACH)

31. How often have you talked to the following people about planning your high school program?

	Not at All	Once or Twice	Three or More Times
Your father (or male guardian)	○ 1	○ 2	○ 3
Your mother (or female guardian)	○ 1	○ 2	○ 3
A guidance counselor	○ 1	○ 2	○ 3
Teachers	○ 1	○ 2	○ 3
Other adult relatives or friends	○ 1	○ 2	○ 3
Friends or relatives about your own age	○ 1	○ 2	○ 3

32. Do you think that people who finish high school

	Yes	No
Make more money than others	○ 1	○ 2
Are smarter than others	○ 1	○ 2
Are prouder of themselves than others	○ 1	○ 2
Have better lives than others	○ 1	○ 2
Have better friends than others	○ 1	○ 2

(MARK ONE FOR EACH)

33. Do you need a high school diploma for these jobs?

	Yes	No
Sales clerk	○ 1	○ 2
Minister or other local church leader	○ 1	○ 2
Lawyer	○ 1	○ 2
Professional athlete	○ 1	○ 2
Professional entertainer	○ 1	○ 2
Truck driver	○ 1	○ 2
Teacher	○ 1	○ 2
Janitor	○ 1	○ 2
Doctor	○ 1	○ 2

34. Do you need a college degree for these jobs?

	Yes	No
Sales clerk	○ 1	○ 2
Minister or other local church leader	○ 1	○ 2
Lawyer	○ 1	○ 2
Professional athlete	○ 1	○ 2
Professional entertainer	○ 1	○ 2
Truck driver	○ 1	○ 2
Teacher	○ 1	○ 2
Janitor	○ 1	○ 2
Doctor	○ 1	○ 2

(WRITE IN)

35. What kind of job would you like to have when you finish school?

____

Family Information

(MARK THE HIGHEST LEVEL)

36. How far in school did your **father or male guardian** go? (If you have both a father and a male guardian, answer for the one who lives with you.)

- Did not finish high school .... ○ 1
- Graduated from high school .... ○ 2
- Received high school equivalent (GED) .... ○ 3
- After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school .... ○ 4
- After graduating from high school, went to college but did not complete a four-year degree .... ○ 5
- Graduated from college .... ○ 6
- Master's degree or equivalent................ ○ 7
- Ph.D., M.D., or other advanced professional degree.......................... ○ 8
- Don't know...................................... ○ 9

37. How far in school did your **mother or female guardian** go? (If you have both a mother and a female guardian, answer for the one who lives with you.)

- Did not finish high school .... ○ 1
- Graduated from high school .... ○ 2
- Received high school equivalent (GED) .... ○ 3
- After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school .... ○ 4
- After graduating from high school, went to college but did not complete a four-year degree .... ○ 5
- Graduated from college .... ○ 6
- Master's degree or equivalent................ ○ 7
- Ph.D., M.D., or other advanced professional degree.......................... ○ 8
- Don't know...................................... ○ 9

(MARK ONE)

38. Is your **father or male guardian** living?

Yes .... ○ 1
No .... ○ 2

(If NO, SKIP to Question 42.)

39. Is he currently working, unemployed, retired, or disabled? (If you have both a father and a male guardian, answer for the one who lives with you.)

Currently working .... ○ 1
Unemployed .... ○ 2
Retired .... ○ 3
Disabled .... ○ 4

(WRITE IN)

40. What kind of work does he normally do? That is, what is the job called? (Answer for his current or most recent job. If he has more than one job, answer for the job you think is his main job.)

Occupation: ____________________

____

41. What does he actually do in that job? What are some of his main duties?

____

____

42. Is your **mother or female guardian** living?

Yes .... ○ 1
No .... ○ 2

(If NO, SKIP to Question 46.)

43. Is she currently working, unemployed, retired, or disabled? (If you have both a mother and a female guardian, answer for the one who lives with you.)

Currently working .... ○ 1
Unemployed .... ○ 2
Retired .... ○ 3
Disabled .... ○ 4

(WRITE IN)

44. What kind of work does she normally do? That is, what is the job called? (Answer for her current or most recent job. If she has more than one job, answer for the job you think is her main job.)

Occupation: ____________________

____

45. What does she actually do in that job? What are some of her main duties?

____

____

46. What is the name, address, and telephone number of a close friend or relative of yours who will always know how to get in touch with you?

Name ____________________

Address & Street ____________________

City, State, & Zip ____________________

Telephone number ____________________
(Area Code)

Thank You!

Date: ____________

Site Visitor ________

Records Form
(Version ER1)

(WRITE IN)

1. Student ID: ____________________

2. Birthdate: ____________ ____ ______
Month Day Year

3. Address: ____
____
____

4. Telephone: ________________________
(Area Code)

5. Name of Parent or Guardian: ________________________

6. Last Grade Completed: _______

7. Hours per week attended 1989-1990 (average): ______________

8. Days Absent 1988-1989: _______

9. Days Absent 1989-1990: _______

10. Recent Standardized Achievement Test Scores:

Name of Test

____________________________ Level ____________

Scores:

Reading/Reading Comprehension..... ________
Math.. ________
Language Arts... ________
Abstract Reasoning................................ ________
Other ____________________ .... ________

Name of Test

______________________________ Level ____________

Scores:

Reading/Reading Comprehension..... ________

Math.. ________

Language Arts.. ________

Abstract Reasoning.................................. ________

Other ____________________ .... ________

11. Grade Average 1988-1989: ____________

12. Grade Average 1989-1990: ____________

13. Disciplinary Actions 1988-89:

Number of Suspensions: ___________

Other (Describe)______________________________

14 Disciplinary Actions 1989-90:

Number of Suspensions: ___________

Other (Describe)______________________________

15. Other Information or Notes:

Date: ____________

Site Visitor: ________

Records Form
(Version SR1)

(WRITE IN)

1. Student ID: ____________________

2. Birthdate: ___________ _____ ______
Month Day Year

3. Address: ____
____
____

4. Telephone: ________________________
(Area Code)

5. Name of Parent or Guardian: ___________________________

6. Last Grade Completed: _______

7. Hours per week attended 1989-1990 (average): ______________

8. Days Absent 1988-1989: _______

9. Days Absent 1989-1990: _______

10. Recent Standardized Achievement Test Scores:

Name of Test

_____________________________ Level ____________

Scores:

Reading/Reading Comprehension..... ________
Math.. ________
Language Arts................................ ________
Abstract Reasoning......................... ________
Other ____________________ .... ________

Name of Test

______________________________ Level ____________

Scores:

Reading/Reading Comprehension..... ________
Math.. ________
Language Arts.............................. ________
Abstract Reasoning...................... ________
Other ____________________ .... ________

11. Grade Average 1988-1989: ____________

12. Grade Average 1989-1990: ____________

13. Credits Earned Toward Graduation: ________

14. Disciplinary Actions 1988-89:

Number of Suspensions: ___________
Other (Describe)______________________________

15. Disciplinary Actions 1989-90:

Number of Suspensions: ___________
Other (Describe)______________________________

16. Other Information or Notes:

Site. ____________

Site visitor. ____________

Records Form
(Version ER2)

(WRITE IN)

1. Student ID: ____________________

2. At this school during 1987-88? Yes ☐ No ☐

3. In program during 1987-88? Yes ☐ No ☐

4. Days Absent 1987-88: ________ Not available ☐

5. Grade Average 1987-88: ____________ Not available ☐

6. Disciplinary Actions 1987-88: Not available ☐

   Number of Suspensions: ___________

   Other (Describe)_____________________________

7. 1987-88 Standardized Achievement Test Scores: Not available ☐

   Name of Test

   ______________________________ Level ____________

   Scores:

   Reading/Reading Comprehension..... ________
   Math.. ________
   Language Arts.................................... ________
   Abstract Reasoning............................ ________
   Other ____________________ .... ________
   Other ____________________ .... ________

8. Other Information or Notes:

Date: ____________

Site Visitor: ____________

Records Form
(Version SR2)

(WRITE IN)

1. Student ID: ____________________
2. At this school during 1987-88? Yes ☐ No ☐
3. In program during 1987-88? Yes ☐ No ☐
4. Days Absent 1987-88: _______ Not available ☐
5. Grade Average 1987-88: ____________ Not available ☐
6. Disciplinary Actions 1987-88: Not available ☐

    Number of Suspensions: ___________

    Other (Describe)______________________________
7. 1987-88 Standardized Achievement Test Scores: Not available ☐

    Name of Test

    ______________________________ Level ____________

    Scores:

    Reading/Reading Comprehension.....________

    Math..________

    Language Arts..................................________

    Abstract Reasoning..........................________

    Other ____________________ ....________

    Other ____________________ ....________
8. Other Information or Notes:

OMB Clearance No:

1875-0040 exp. 12/92

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0040, Washington, D.C. 20503.

Student Survey of Attitudes and Plans for Education

Version EExit

This interview form is designed for use with students who have left the demonstration project or have left the school from which they were selected for this study. It may be administered as an in-person interview or as a telephone interview.

The questions shown may be phrased so as to be most understandable to the students being interviewed. What is important is that we learn why the students have left, who they talked with about leaving, any changes they would recommend in the program, and what their future plans are for school.

You do not need to review every response option when you ask a question. We have included a large number of options simply to help in recording what the students report.

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Student ID Number: ____________________

A. Student's current address:

Address & Street ____________________________________

City, State, & Zip ____________________________________

B. Student's telephone number: ____________________________________
(Area Code)

C. Name, address, and telephone number of a close friend or relative of the student who will always know how to get in touch with him or her?

Name ____

Address & Street ____________________________________

City, State, & Zip ____________________________________

Telephone number ____________________________________
(Area Code)

D. At the present time, which best describes the student's status with respect to the project?
(MARK ONE OR BOTH)
Left the demonstration project................................○
Left school where selected....................................○

If student has left the demonstration project

1. What were your reasons for leaving the demonstration project?

Project ended ....○ 1
Family moved away ....○ 2
I found a job ....○ 3
I didn't like the project ....○ 4
I couldn't get along with teachers in the demonstration project ....○ 5
I couldn't get along with other teachers ....○ 6
I couldn't get along with other students ....○ 7
I was suspended too often ....○ 8
I did not feel safe in the project ....○ 9
I wanted to travel ....○10
My friends had dropped out of the project ....○11
I had to care for a member of my family ....○12
I was expelled from the project.............○13
I felt I didn't belong in the project.........○14
I couldn't keep up with my project work...............................○15
I was failing my project work ....○16
I recently changed to this project and found I didn't like it ....○17
I couldn't work and go to the project at the same time...................○18

Other______________________________

2. Who did you talk to about leaving the demonstration project before you left?

Nobody ....○ 1
Mother or female guardian...................○ 2
Father or male guardian ....○ 3
Grandmother or grandfather..................○ 4
Brother(s)...○ 5
Sister(s)..○ 6
Other relatives (aunts, cousins) ....○ 7
Friends..○ 8
Teachers working in the demonstration project.......................○ 9
Other teachers.....................................○10
Guidance counselors............................○11
Other adults...○12

Other______________________________

3. What kinds of changes could have been made in the demonstration project that would have made you want to stay?

Nothing, the project was OK ....○ 1
Fewer students (e.g., smaller classes).........................○ 2
Better teachers....................................○ 3
More personal attention ....○ 4
More help from teachers ....○ 5
More help with project work ....○ 6
More counseling ....○ 7
Childcare ....○ 8
More encouragement............................○ 9
More positive attitudes on the part of the teachers.................................○10
More positive attitudes on the part of other project staff.........................○11

Other______________________________

4. Do you plan to (re)enroll in school?

Yes...○ 1
No..○ 2

If the student has left the school where selected

1. What were your reasons for leaving school?

Family moved away............................○ 1
I found a job.......................................○ 2
I didn't like school...............................○ 3
I couldn't get along with teachers in the demonstration project ....○ 4
I couldn't get along with other teachers.................................○ 5
I couldn't get along with other students ....○ 6
I was suspended too often....................○ 7
I did not feel safe at school..................○ 8
My friends had dropped out of school ....○ 9
I had to care for a member of my family..................................○10
I was expelled from school..................○11
I felt I didn't belong at school ....○12
I couldn't keep up with my schoolwork...............................○13
I was failing school ....○14
I recently changed to this school and found I didn't like it....................○15
I couldn't work and go to school at the same time....................○16

Other______________________________

2. Who did you talk to about leaving school before you left?

Nobody ....○ 1
Mother or female guardian...................○ 2
Father or male guardian ....○ 3
Grandmother or grandfather..................○ 4
Brother(s)..○ 5
Sister(s)..○ 6
Other relatives (aunts, cousins) ....○ 7
Friends..○ 8
Teachers working in the demonstration project..........................○ 9
Other teachers....................................○10
Guidance counselors...........................○11
Other adults.......................................○12

Other______________________________

3. What kinds of changes could have been made in your school that would have made you want to stay?

Nothing, school was OK ....○ 1
Fewer students (e.g., smaller classes)..........................○ 2
Better teachers...................................○ 3
More personal attention.......................○ 4
More help from teachers ....○ 5
More help with project work ....○ 6
More counseling ....○ 7
Childcare ....○ 8
More encouragement...........................○ 9
More positive attitudes on the part of the teachers................................○10
More positive attitudes on the part of other project staff........................○11

Other______________________________

Other______________________________

4. Do you plan to (re)enroll in school?

Yes...○ 1
No..○ 2

OMB Clearance No:
1875-0040 exp. 12/92

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Student Survey of Attitudes and Plans for Education

Version SExit

This interview form is designed for use with students who have left the demonstration project or have left the school from which they were selected for this study. It may be administered as an in-person interview or as a telephone interview.

The questions shown may be phrased so as to be most understandable to the students being interviewed. What is important is that we learn why the students have left, who they talked with about leaving, any changes they would recommend in the program, and what their future plans are for school.

You do not need to review every response option when you ask a question. We have included a large number of options simply to help in recording what the students report.

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Student ID Number: ____________________

A. Student's current address:

Address & Street ____________________________________

City, State, & Zip ____________________________________

B. Student's telephone number: ____________________________________
(Area Code)

C. Name, address, and telephone number of a close friend or relative of the student who will always know how to get in touch with him or her?

Name ____________________________________

Address & Street ____________________________________

City, State, & Zip ____________________________________

Telephone number ____________________________________
(Area Code)

D. At the present time, which best describes the student's status with respect to the project?
(MARK ONE OR BOTH)

Left the demonstration project................................○

Left school where selected......................................○

If student has left the demonstration project

1. What were your reasons for leaving the demonstration project?

Project ended .... ○ 1
Family moved away .... ○ 2
I found a job .... ○ 3
I didn't like the project .... ○ 4
I couldn't get along with teachers in the demonstration project .... ○ 5
I couldn't get along with other teachers .... ○ 6
I couldn't get along with other students .... ○ 7
I wanted to have a family .... ○ 8
(FEMALES) I was pregnant .... ○ 9
I became the father/mother of a baby .... ○10
I had to support my family .... ○11
I was suspended too often .... ○12
I did not feel safe in the project .... ○13
I wanted to travel .... ○14
My friends had dropped out of the project .... ○15
I had to care for a member of my family .... ○16
I was expelled from the project .... ○17
I felt I didn't belong in the project .... ○18
I couldn't keep up with my project work .... ○19
I was failing my project work .... ○20
I got married or planned to get married .... ○21
I recently changed to this project and found I didn't like it .... ○22
I couldn't work and go to the project at the same time .... ○23

Other ______________________

2. Who did you talk to about leaving the demonstration project before you left?

Nobody .... ○ 1
Mother or female guardian .... ○ 2
Father or male guardian .... ○ 3
Grandmother or grandfather .... ○ 4
Brother(s) .... ○ 5
Sister(s) .... ○ 6
Other relatives (aunts, cousins) .... ○ 7
Friends .... ○ 8
Teachers working in the demonstration project .... ○ 9
Other teachers .... ○10
Guidance counselors .... ○11
Other adults .... ○12

Other ______________________

3. What kinds of changes could have been made in the demonstration project that would have made you want to stay?

Nothing, the project was OK .... ○ 1
Fewer students (e.g., smaller classes) .... ○ 2
Better teachers .... ○ 3
More personal attention .... ○ 4
More help from teachers .... ○ 5
More help with project work .... ○ 6
More counseling .... ○ 7
Childcare .... ○ 8
More encouragement .... ○ 9
More positive attitudes on the part of the teachers .... ○10
More positive attitudes on the part of other project staff .... ○11

Other ______________________

4. Do you plan to get a high school diploma or a GED?

Yes, I plan to stay in school and get a diploma or a GED .... ○ 1
Yes, I plan to go back to school to get a diploma .... ○ 2
Yes, I plan to enroll in an alternative school to get a diploma .... ○ 3
Yes, I plan to enroll in a GED program .... ○ 4
Yes, I plan to take a test for the GED .... ○ 5
No, I do not plan to get a diploma or a GED .... ○ 6

Other ______________________

Other ______________________

If the student has left the school where selected

1. What were your reasons for leaving school?

Family moved away .... ○ 1
I found a job .... ○ 2
I didn't like school .... ○ 3
I couldn't get along with teachers in the demonstration project .... ○ 4
I couldn't get along with other teachers .... ○ 5
I couldn't get along with other students .... ○ 6
I wanted to have a family .... ○ 7
(FEMALES) I was pregnant .... ○ 8
I became the father/mother of a baby .... ○ 9
I had to support my family .... ○10
I was suspended too often .... ○11
I did not feel safe at school .... ○12
My friends had dropped out of school .... ○13
I had to care for a member of my family .... ○14
I was expelled from school .... ○15
I felt I didn't belong at school .... ○16
I couldn't keep up with my schoolwork .... ○17
I was failing school .... ○18
I got married or planned to get married .... ○19
I recently changed to this school and found I didn't like it .... ○20
I couldn't work and go to school at the same time .... ○21

Other ____________________

2. Who did you talk to about leaving school before you left?

Nobody .... ○ 1
Mother or female guardian .... ○ 2
Father or male guardian .... ○ 3
Grandmother or grandfather .... ○ 4
Brother(s) .... ○ 5
Sister(s) .... ○ 6
Other relatives (aunts, cousins) .... ○ 7
Friends .... ○ 8
Teachers working in the demonstration project .... ○ 9
Other teachers .... ○10
Guidance counselors .... ○11
Other adults .... ○12

Other ____________________

3. What kinds of changes could have been made in your school that would have made you want to stay?

Nothing, school was OK .... ○ 1
Fewer students (e.g., smaller classes) .... ○ 2
Better teachers .... ○ 3
More personal attention .... ○ 4
More help from teachers .... ○ 5
More help with project work .... ○ 6
More counseling .... ○ 7
Childcare .... ○ 8
More encouragement .... ○ 9
More positive attitudes on the part of the teachers .... ○10
More positive attitudes on the part of other project staff .... ○11

Other ____________________

Other ____________________

4. Do you plan to get a high school diploma or a GED?

Yes, I plan to stay in school and get a diploma or a GED .... ○ 1
Yes, I plan to go back to school to get a diploma .... ○ 2
Yes, I plan to enroll in an alternative school to get a diploma .... ○ 3
Yes, I plan to enroll in a GED program .... ○ 4
Yes, I plan to take a test for the GED .... ○ 5
No, I do not plan to get a diploma or a GED .... ○ 6

Other ____________________

Other ____________________

Teacher's Guide to Student Rating Form

Please complete the following ratings for the students whose names are shown at the top of each page. As indicated, your first rating should be of student behaviors and parent attitudes and behaviors as they were at the beginning of this school year. Your second rating should be of student behaviors and parent attitudes and behaviors as they are at the present time.

We understand that ratings always involve subjective judgments. We also know that trying to remember how students acted several months in the past can be difficult. All we can say is for you to try your best. The information you provide is very important for helping us to understand the progress being made by your students.

Thank you for your help!

Definitions of Rating Scales

Classroom Citizenship

Classroom citizenship refers to how well the student behaves in the classroom with respect to other students and to you, the teacher. If he or she often fights with others or is always "acting out," you should rate the student low (i.e., 4 or 5) on this dimension. Conversely, if the student is respectful of others' things and is willing to work and play cooperatively, then you should rate the student high (i.e., 1 or 2) A rating of 3 indicates that, on average, the student has some good days and some bad days with respect to his or her interactions with other students and you in the classroom.

Classroom Participation

Classroom participation refers to how willing and enthusiastic the student is to join in classroom activities (e.g., individual work or group projects). If he or she pretty much daydreams in class and often does not seem to follow classroom discussions or assignments you have made, you should rate the student low (i.e., 4 or 5) on this dimension. Conversely, if the student is eager to get involved in discussions and is enthusiastic about classroom activities, a high rating (e.g., 1 or 2) would be most appropriate. A rating of 3 again indicates that, on average, the student is sometimes enthusiastic and attentive and sometimes not.

Language Development

Language development refers to how well the student does in producing and responding to written and spoken communication. If the student seems to have considerable problems answering questions or making him/herself understood, you should rate the student low (i.e., 4 or 5) In contrast, if the student is usually able to answer questions and follow directions, as well as express him/herself clearly, then you should rate the student high (i.e., 1 or 2). A rating of 3 indicates that the student's behavior, on average, is uneven.

Math (or Pre-Math) Development

Math or pre-math development refers to how well the student does in counting and other number skills. If he or she is doing poorly or very poorly, a rating of 4 or 5 would be appropriate. If he or she is doing well, a rating of 1 or 2 would be the one to give.

Relationships with Other Students

Relationships with other students refers to in class and outside relationships (e.g., on the playground). Does the student have friends? Is he or she able to play with others without arguing, fighting, or crying? If so, then a rating of 1 or 2 would seem most appropriate. However, if the student seems to be alone much of the time, is a bully, or is always crying or fighting with others, then a rating of 4 or 5 would seem best.

Parent Cooperation with School

Parent cooperation refers to how supportive a student's parents or guardians seem with respect to what the school is trying to do for their child. For example, if when you ask a parent or guardian to come for a conference they almost never respond, your rating should be a 4 or a 5. In contrast, if a letter home almost always produces a quick response, in the form of a visit or telephone call, then your rating might be a 1 or a 2.

Parent Involvement in School

Parent involvement refers to active participation of parents or guardians in school activities--e.g., helping out in the classroom, going on fieldtrips. If you and the school hardly see the parents or guardians of your children, then many of your ratings will likely be 4 or 5. If some parents make it a point to volunteer their time or to attend "back to school nights" on a regular basis, then your ratings may be higher (i.e., 1 or 2).

Rating for ______________________________
(Student Name)

At the beginning of this school year, how would you have rated the behavior of this student on the following dimensions:

1. Classroom Citizenship

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

2. Classroom Participation

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

3. Language Development

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

4. Math/Pre-Math Development

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

5. Relationships with Other Students

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

6. Parent Cooperation

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

7. Parent Involvement

1	2	3	4	5
(Excellent)		(So-So)		(Poor)

At the present time, how would you have rated the behavior of this student on the following dimensions:

8. Classroom Citizenship

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

9. Classroom Participation

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

10. Language Development

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

11. Math/Pre-Math Development

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

12. Relationships with Other Students

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

13. Parent Cooperation

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

14. Parent Involvement

1 (Excellent) 2 3 (So-So) 4 5 (Poor)

Site Log for Site ____________________

Time period covered: from ___/___/90 to ___/___/90

Include only students who are absent, receive disciplinary action, or exit school.

(Absences Status codes)	(Disciplinary Actions codes)	(School Exit Status codes)
E=Excused	DE=Detention	M=Moved out of district
U=Unexcused	SI=Suspension in school	T=Transferred in district
DK=Don't Know	SO=Suspension out of school	G=Graduated
	E=Expulsion	GED=Received Graduate Equivalency Diploma
		DO=Dropout
		I=Illness, injury, death

Student Number	Absences # Days	Absences Status	Disciplinary Actions	School Exit Status

Site Observation Form

Date: ______________________________ Time: ______________ to ______________

Site: ______________ Grade(s): __________ Teacher: ______________________

No. Teachers present: Teachers ______________________ Aides ______________

No. Students present: Girls ______________________ Boys ______________

CONTENT OF LESSON(S) OBSERVED:

(MARK ONE OR MORE THAN ONE)

- Reading ○
- Written Expression ○
- Mathematics ○
- Social Studies ○
- Word Attack, Language Arts ○
- Oral Expression ○
- Science ○
- Other: ______________________

Instructions: Observe for 25-30 minutes, focusing on the **teacher behaviors** and **student behaviors** listed below. First rate teacher behavior on the five dimensions, using the scales shown. Then rate students on the three dimensions listed. If possible, observe for an additional 25 to 30 minutes and repeat the teacher and student ratings.

RATINGS OF TEACHER BEHAVIOR

1. **Manages classroom effectively:** **Rating #1** _____ **Rating #2** _____

   1=very low; lessons are slow and diffuse; allows or is unable to control disruptive behavior
   2=low effectiveness
   3=moderate; classroom operates with average effectiveness
   4=high effectiveness
   5=very high; maximizes time on task; gives clear instructions; deals with disruptive students promptly and fairly with little disturbance to rest of class; demonstrates control of classroom at all times.

2. **Gives positive reinforcement:** **Rating #1** _____ **Rating #2** _____

   1=very low; does not praise correct responses or neglects to correct incorrect responses; gives negative reactions to student responses
   2=low;
   3=moderate positive reinforcement; usually listens and acknowledges
   4=high positive reinforcement
   5=very high; always praises student responses and comments, when warranted; does not criticize incorrect responses but re-phrases response or questions again until correct response comes.

3. **Teacher enthusiasm:** **Rating #1** _____ **Rating #2** _____

   1=very low; behavior is dull, routine; appears bored
   2=low enthusiasm
   3=moderate; sometimes seems interested and involved; but sometimes lacks vigor
   4=high enthusiasm
   5=very high; energetic, alert, and involved; expresses interest in topic and in children's comments

4. **Provides opportunities for responses:** **Rating #1 _____ Rating #2 _____**

1=very low; seldom asks questions; calls on 2 or 3 students and ignores others

2=low

3=moderate; provides fair and adequate response opportunities about half the time

4=high

5=very high; seeks student input actively; asks open-ended questions that require problem solving, critical thinking, and imagination; speaks slowly and clearly.

5. **Shows personal regard/respect:** **Rating #1 _____ Rating #2 _____**

1=very low; keeps physically distant from students, seldom addresses by name;; appears impersonal and disinterested; touches students roughly; is rude to students

2=low regard or respect

3=moderate; occasionally demonstrates personal interest but also is occasionally impersonal;

4=high personal regard and respect

5=very high; shows knowledge of students' interests and backgrounds; addresses students courteously.

RATINGS OF STUDENT BEHAVIOR

6. **Student Enthusiasm and Participation:** **Rating #1 _____ Rating #2 _____**

1=very low; most of the time (e.g. 75%), more than half the students are lethargic, gazing around the room; talking off the topic; not participating in discussion or activity

2=low, half to three-quarters of the students are bored or inattentive; only a few students appear to be involved

3=moderate; most of the students are attentive and display enthusiasm, but several (4 to 6) are inattentive or disruptive

4=high; nearly all (all but 1 to 2) are attentive and enthusiastic

5=very high; most of the time, all the students are watching the teacher or speaker, raise hands to answer or ask questions or volunteer information; are concentrating on assigned tasks.

7. **Student Cooperation:** **Rating #1 _____ Rating #2 _____**

1=very low; no instance noted of students helping one another; students "put down" each other, criticizing wrong answers, withholding help

2=low; 1 to 3 instances of cooperation, and more of competitive behavior

3=moderate; 4 to 6 instances of cooperative behavior; fewer of competitive

4=high; 7 to 10 instances of cooperative behavior; fewer than 3 of competitive

5=very high; numerous instances of mutual assistance, praise, support, and cooperation; students show each other how to do things; take turns; encourage shy or slower children..

8. **Student Responsibility and Initiative:** **Rating #1 _____ Rating #2 _____**

1=very low; no evidence of individual student decision making or leadership; when task is finished, students either do nothing or "fool around"

2=low; 1 to 3 examples of students taking individual or group responsibility or initiative

3=moderate; 4 to 6 examples

4=high; 7 to 10 examples

5=very high; numerous examples of students individually or as a group making decisions and suggestions about their own work (selecting writing topics, books to read, games to play, etc.); numerous opportunities and examples of students showing leadership and expressing opinions.

PHYSICAL ENVIRONMENT:
(MARK ONE OR MORE THAN ONE)

1. **Seating patterns:**
   - Individual desks and chairs ○
   - Large tables with several chairs ○
   - Seating in rows facing one direction ○
   - Seating in clusters ○
   - Other ____________________

2. **Comfort:**

	Superior	Adequate	Inadequate
Lighting	○	○	○
Temperature	○	○	○
Work space per child	○	○	○
External noise level	○	○	○
Internal noise level	○	○	○
Cleanliness	○	○	○
State of repair	○	○	○
Overall appearance of room	○	○	○
Bulletin boards & displays	○	○	○
Other ____________________			

3. **Classroom Displays:**

	Present	Referred to today
Children's artwork	○	○
Written work of every child	○	○
Shelves of books for supplementary reading	○	○
Phonics cards	○	○
Math facts cards	○	○
Language mechanics cards (punctuation, parts of speech, etc.)	○	○
Famous quotations, inspirational sayings, mottos, etc.	○	○
Charts, timelines, achievement charts	○	○
Maps, globes, atlas	○	○
Displays reflecting children's ethnicity and cultural background	○	○
Science/health related displays	○	○
Student achievement charts; student awards	○	○
Daily schedule	○	○
Other ____________________		

4. **Equipment:**

	Present	In Use
Audio-visual equipment	○	○
Microcomputer	○	○
Games, toys, play equipment	○	○
Math/science equipment, living things, manipulatives	○	○
Child-size sink	○	○
Arts and crafts materials	○	○
Blackboard, feltboard, whiteboard	○	○
Other ____________________		

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